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ACQUISITION AND RETENTION OF CROSS-CULTURAL INTERACTION SKILLS THROUGH SELF-CONFRONTATION

HERBERT T. EACHUS, FIRST LIEUTENANT, USAF

PHILIP H. KING

MAY 1966

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FOREWORD

This study was initiated by the Training Research Division of the Behavioral Sciences Laboratory, Aerospace Medical Research Laboratories, Wright-Patterson Air Force Base, Ohio. The study was conducted under Project 1710, "Training, Personnel, and Psychological Stress Aspects of Bioastronautics," Task 171008, "Training for Culture-Contact and Interaction Skills in Counterinsurgency." Dr. Gordon A. Eckstrand was the Project Scientist. First Lieutenant Herbert T. Eachus was the Task Scientist. This study began in April 1965 and was completed in September 1965.

The authors wish to extend thanks to Dr. Sidney Gael and Mr. Otto Zinzer for their invaluable aid in conducting the experiment. This study was supported in part by Laboratory Commanders Fund. The Transportable Videotape Recording System was procured through use of such funds.

This technical report has been reviewed and is approved.

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ABSTRACT

An experiment was conducted to assess relative effectiveness of two techniques for training United States Air Force military advisors in cross-cultural communicative skills. Retention of skills over time and effects of attitude on learning were also studied. A scenario required subjects to play the role of an Air Force Captain who had to interact in specified ways with a "foreign counterpart," a role played by a confederate of the experimenters. Subjects were to perform 57 distinct behaviors appropriate to the situation and to the fictitious cultural description, which gave either a positive, negative, or neutral impression of the culture. Sixty-six male subjects were divided into two groups and taught the desired behaviors either by extensive reading of training manuals followed by three role-playing sessions or by less reading but with self-confrontation by a videotape replay between successive role-play trials. Subjects returned and performed the same role again either 1 day, 1 week, or 2 weeks following initial training. Self-confrontation proved superior to manual reading in training the desired behaviors. Subjects with positive attitudes toward the culture learned fastest. Retention of skills learned through self-confrontation was high. A discussion of planned future research on cross-cultural training techniques and programs is given.

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INTRODUCTION

Self-Confrontation for Culture Contact and Interaction Skill Training

Participation in recent years by the Air Force in counterinsurgency (COIN) operations has involved advising and training foreign military personnel in technical and military skills. Critical to the effectiveness and success of such training missions is the degree of rapport and the efficiency of communications established between the American advisor and his indigenous counterpart. Until recently, it was assumed that if the American was technically competent in his work and in the language of the host country, he could be successful in his mission. But as Haines (1964) pointed out, this is not true—knowledge and skill are also required in the customs, habits, taboos, mannerisms and gestures of the foreign culture. Traditional area studies and lecture methods of preparing Air Force personnel for face-to-face contact with persons of other cultures have proved inadequate. To meet the problems involved in close, interpersonal contact between American and foreign military personnel, new training techniques and appropriate training materials must be devised and developed into operational training programs.

Development of new techniques for cross-cultural interaction skill training has been underway in the Laboratory during the past two years. A technique identified and shown to be particularly useful in training for culture contact is self-confrontation (Haines, 1964; Eachus, 1965; Haines and Eachus, 1965). The term self-confrontation, first coined by Neilsen (1962), is defined as a feedback operation wherein an individual is shown himself as he is seen by others. Neilson and others have used self-confrontation in individual and group therapy, but the technique has been adapted to complex skill training and interaction skill training as well. Eachus (1965, p 9) states that: "The review of the literature has shown that the technique lends itself particularly to skills and behaviors which are complex, involve both verbal and nonverbal components, are occasioned by subtle discriminative stimuli, and occur in sequenced chains."

A preliminary experiment (Haines and Eachus, 1965) testing self-confrontation for cross-cultural interaction skill training has been conducted. The principal finding of that experiment was that the phenomenon of self-confrontation was shown to be an effective medium for training interaction skills. The adaptation of self-confrontation for interaction skill training was accomplished by having subjects role-play, in a cross-cultural setting, a problem in instructor-advisee relations. Subjects were then confronted with a videotape recording of their performance accompanied by an extensive verbal critique. The subjects then returned to the role-playing situation and this second sequence was videotaped to facilitate measurement of changes in performance. This first use of self-confrontation for training produced significant improvement in performance.

Several deficiencies existed in the preliminary experiment. The quantity of performance change was assessed, but not the quality. This was due to limitations in the measuring instruments. The course of interaction skill acquisition due to self-confrontation was not fully explored since only two trials were used. No evaluation of retention following self-confrontation training was made. Attitudinal variables that might effect a subject's acceptance of the unusual type of training were not considered.

Plan of the Study

To gain a fuller comprehension of the self-confrontation technique, certain extensions of existing literature and findings were required. The methodology used with self-confrontation in interaction skill training required careful examination as did the instruments used to evaluate it. The arrangement of conditions during the confrontation portion of training had to be such that the full impact of the phenomenon would strike the subject. Eachus (1965), Haines and Eachus (1965), and Stoller (1964) determined that the most effective medium for confrontation is videotape. There are numerous pieces of equipment involved in making and playing videotape and like other types of sophisticated research equipment, the equipment itself sometimes tends to become an end rather than a means in research. The equipment and facility configuration used in this study was intended to optimize the utility of videotape while permitting maximum flexibility in experimental procedure.

Because of the emphasis social psychology has traditionally given to the importance of attitudes in determining the course of social interaction, we planned to assess the effects of certain cognitive aspects of culture-contact and their effects on interaction behavior. The final application of any training program developed to enhance the ability of Americans to overseas assignment, demands that the effect of attitudes of the trainees toward the inhabitants of that country with whom they work be known. Certain degrees of attitudes toward different ways of life (economic, social, and religious) may have positive or negative effects on the receptivity of a given American to training for overseas work or on his ability to do such work.

In previous work with self-confrontation (Haines and Eachus, 1965) the course of interaction skill acquisition was not fully explored. In that study only two trials, with a between trials confrontation, were used. Dramatic changes did occur in the performance levels of the subjects. However, no data were obtained regarding the course of acquisition following successive trials and confrontation periods. If criteria for performance in cross-cultural role-playing as training are established, these may not be met with a single confrontation. Information was required that would provide adequate basis for describing the course of a self-confrontation acquisition curve.

The retention of any training for overseas duty is a difficult problem to study adequately because of the lack of appropriate measuring instruments for use at the duty site. The various methods of training presently employed by agencies in the United States are assessed by long-range indices of success: the Peace Corps examines in detail the performance of returned volunteers through extensive interviews; Armed Services or agencies of the Department of Defense typically examine summary reports from the missions to other countries; the State Department considers an individual well trained if he works well in the eyes of his

hosts. Self-confrontation training by military agencies planned for short-duration missions to other countries can only be adequately assessed by the degree of lasting effect on the technical skills gained by the people in the country to which the trainees are assigned. Until that point in time is reached when active interaction skill training programs are in operational use, evaluation of the effectiveness of new training techniques will have to be restricted to laboratory methods for measuring retention. (This proscription also applies to transfer of interaction skills.) That is, following initial training a period of time elapses and measures are taken of the amount retained of the original skill level. This procedure, while having limitations in generalizing to the applied setting in the case of Mobile Training Team (MTT) operations, will nonetheless provide crucial data on training through self-confrontation.

METHOD

Establishing methodology suited to self-confrontation as a training technique. Training problems used in the laboratory simulate some of the operational problems of cross-cultural interaction in MTT work. That is, subjects are trained to interact in certain, specified ways with a counterpart in a setting representative of another culture. This interaction situation needed to be such that a high degree of experimental control could be maintained over the subjects' behavior to facilitate collection of empirically adequate data. This requirement, of course, restricted the flexibility of the interaction behavior, but at the same time provided a reliable experimental vehicle for the self-confrontation phenomenon. At this early stage in the development of a new training technique, the reality of the training situation must be weighed off against other considerations, need for understanding the acquisition and retention generated, arrangement of equipment for optimization of training, and intersubject reliability in performance.

Training Problem

A sequence of interactions between an "Air Force captain" and a host-country "colonel" was developed to provide subjects with a role to learn in order to observe changes in their ability to interact in certain ways following training. A breakdown

of the sequence into four major categories is as follows: reporting in; delivering a reprimand; delivering a commendation; and reporting out. Subjects were given extensive background about the sequence before actually engaging in role-playing. They were to play the Commander of an MTT stationed in "Country X" and were to accomplish the technical training of a component of that country's air force in certain advanced special air warfare tactics. The actual role-playing sequence between the subject playing the captain and the subject playing the colonel was structured as an official appointment during off-duty hours between the two. The problem for the captain was to present a grievance in the form of a reprimand which would be effectively communicated to the colonel and would thus have a high probability of being followed by corrective action. The colonel's reprimand was followed by the captain's commendation. In all, subjects were asked to perform 57 specific acts in the role-playing sequence, each of which was given a rationale in the instructions provided to subjects.

Following is an excerpt from the instructions to subjects for the role-playing sequence: (The entire set of instructions is included as Appendix I.)

You will play the part of Captain Brown, the head of a United States Air Force Mobile Training. . . . The team is to train certain components of the Country "X" Air Force in the latest air-drop and night flying operations. . . . You are in an extremely important position requiring not only technical skill, but also interpersonal skill in dealing with personnel in the Air Force of Country "X" . . . the failure of the Americans to observe or respect traditional Country "X" customs and protocol usually is misunderstood and misinterpreted. Such circumstances could seriously affect the success of the training mission.

The subject was then given a detailed description of what his behavior should be like during the "appointment." This description gave directions and rationales based on the manners, customs, habits, etc. of Country "X" for the 57 verbal and nonverbal behaviors. The situation was delineated to this degree so that a measurement instrument could be constructed which would provide a sensitive assessment of performance change (Appendix II)*. Also, because of the nearly complete lack of success of any training technique to adequately prepare individuals for overseas work by giving them general and sweeping statements about another country, it seemed arguable that a different approach would be useful.

*See section on "Performance Judging."

The role-playing sequence contains individual acts and short chains of behaviors no different from those desirable in a similar situation in this country. It also contains behaviors and short chains directly the opposite of the expected or appropriate behavior here. As an example, during the reprimand, the subject is required to deliver the entire statement in formal, stilted language without using any personal pronouns. He is also asked to look away from the colonel throughout the entire reprimand. Americans have learned throughout their lives that direct eye contact during conversation is highly desirable, particularly during serious, official business. Also, because of the structure of English and the rather informal use of language in our society, Americans find it extremely difficult to give up their beloved and familiar personal pronouns.

Certain behaviors required of subjects were within the interaction system of American culture. Since the role-playing sequence was designed as an appointment between two military officers, the movements involved in walking in a military manner, saluting, turning about, right and left were all well known and were within the expectations of subjects given the situation. However, one aspect of the situation was quite unusual by American standards.

When the captain began the commendation, he was required to leave his position at the front of the colonel's desk, walk around behind and stand at the colonel's side. He was then to place his hand on the colonel's shoulder and accompany his commendation with emphatic hand and arm movements with his free hand throughout the time he was talking. This sequence violated deeply ingrained habits and expectations for behavior during a meeting between individuals with great status difference and involved changes in the use of distances and contact. This change in interaction requirements represents the most unusual departure from American custom in the entire role-playing sequence.

The role-playing sequence was designed to consume from 2 to 5 minutes. The general problem was drawn from a series of critical incidents which occurred during advisory missions to various middle eastern and northeast African countries. Certain of the rather ritualistic acts contained in the sequence are based on rural formalities common in Turkey and Ethiopia.

Attitude Manipulation*

To determine the effect of one's attitude toward a culture on performance in interaction with an individual from that culture, it was desired to create groups of subjects differing in attitude toward the culture of Country "X." This was accomplished by combining various aspects of the cultures of Ethiopia, Turkey,

*This variable was included as part of a study conducted by Mr. Sidney Gael and will be reported in detail elsewhere.

Sudan, and Thailand into a cultural description representing not any one existing country, but rather a fictional country with real cultural characteristics. The sources for the information on the four countries was drawn from US Army Area Handbooks (Special Operations Research Office, 1960a, 1960b, 1960c, 1963). Three different descriptions of Country "X" were constructed. These were designed to promote positive, neutral, and negative attitudes toward various aspects of the culture. The positive cultural description stressed aspects of the countries which were most like those of the United States, i.e., democratic government, prosperous economy, civil liberties, western family structure. The negative description primarily stated aspects of the source countries that are opposite those existing or valued in the United States, i.e., totalitarian rule, caste system, no constitutional government or civil rights, poor living and health standards. The neutral description of the culture stated with nearly equal frequency cultural characteristics both similar and dissimilar to those of the United States. The positive and negative cultural description are contained in Appendices III and IV. The description of Country "X" for the neutral condition is not included since it is a simple line-by-line synthesis of the other two.

Since values and preferences are largely culture bound, we thought that systematically varying similarity of aspects of a simulated foreign culture to positive values of the United States culture would be an effective way of manipulating attitudes of Americans toward that culture. To assess attitudes toward various aspects of culture "X" a series of Semantic Differential and Behavioral Differential (Triandis, 1964) forms were compiled using for object statements the topics discussed in the various forms of the culture description.

This series of forms was administered to subjects after they had read the culture descriptions, following the third acquisition trial, and after the retention trial. These repeated measurements were used to evaluate consistency and change in attitude throughout the course of training.

Subjects

Subjects for this study were 66 male undergraduates from the University of Dayton. The ages of subjects ranged from 16 to 23, the average age being 19 years, 8 months. As far as possible, subjects who had had previous ROTC, military, or drill experience were selected for participation. This requirement was included to avoid having subjects who were not skilled in military behavior or were not familiar with military customs. Forty-four subjects met this requirement completely and the other 22 met it partially. Subjects were also chosen for their lack of public speaking or dramatic experience. Most subjects had completed a one-semester course in public speaking. Subjects were paid at the rate of \$1.25 per hour for their participation of approximately 4-1/2 hours.

The subject pool for this experiment was restricted to undergraduates rather than Air Force personnel because of difficulty in scheduling military volunteers for the hours necessary during the time this study was run. In the future, research on self-confrontation for cross-cultural interaction skill training will utilize, when possible, actual MTT personnel who are in the United States between assignments.

Equipment and Facilities

Transportable Videotape Recording System

During the conduct of past research (Haines and Eachus, 1965) on self-confrontation and following a review of relevant literature on the subject (Eachus, 1965), it was determined that the medium of audio-visual communication most suited to self-confrontation was videotape. Past experience showed, however, that the typical television studio equipped for making and playing back videotapes was ill-suited to research applications. The electronic complexity of the control equipment required three skilled technicians and two camera operators to be present at all times during the course of past experiments. The typical control console for a small, two-camera studio is shown in figure 1. This equipment is certainly not conveniently transportable, and cannot be assembled or operated by untrained personnel. The type of studio required in a standard television facility is also limited in its applicability to research (figure 2). The illustration shows the disconcerting type of theatrical lights required for adequate illumination. Microphones are conspicuously present, and the cameras, though hidden, are unwieldy and heavy. The entire team of technicians and camera operators communicate by an interphone system. Changes in camera angles, lens settings, and switching must all be accomplished by voice command from the director. This type of videotape facility is not flexible enough for research. A new type of equipment and lay-out was needed for self-confrontation research.

The requirement generated for a Transportable Videotape Recording System was that equipment be available in a package which would accomplish the same objectives as the standard type of system pictured in figures 1 and 2 but be operated by one man and be capable of assembly and disassembly in less than 4 man-hours. The system developed to meet this requirement is pictured in figures 3 and 4. The transportable system illustrated here has been flown in an airplane for over 2000 miles without damage. It has also been operated in and videotapes made from a helicopter for 6 hours without modification or damage. A visual comparison of figures 1 and 3 will show how the new system has improved on the old for simplicity and compactness, as well as ease of operation.



Figure 1. Old Style Television Control Console

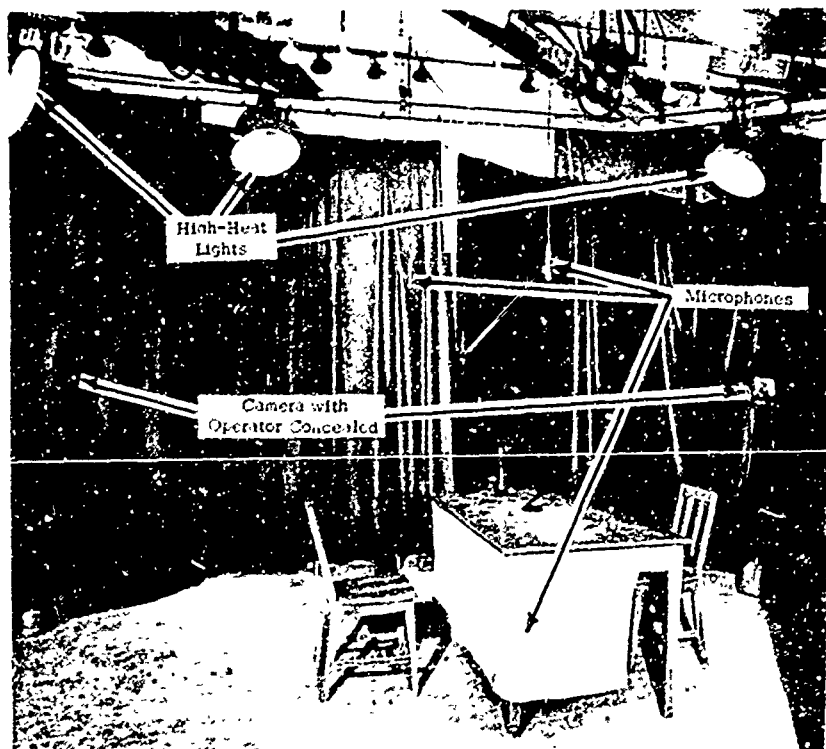


Figure 2. Old Style Television Studio

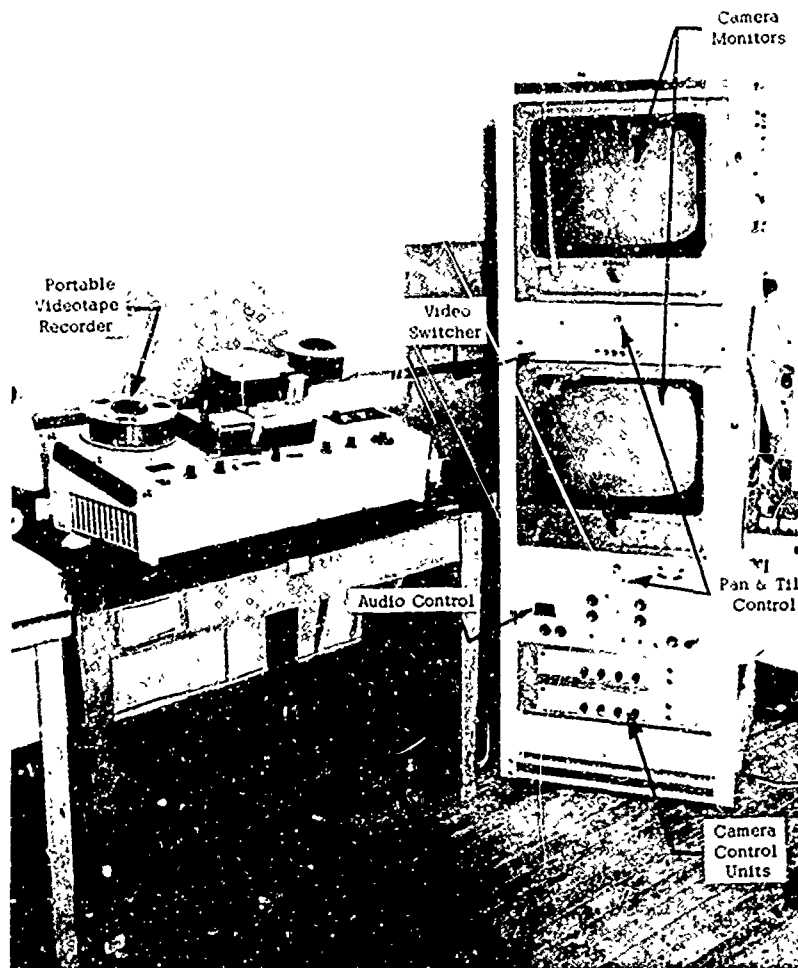


Figure 3. Transportable Videotape Recording System Console and Recorder

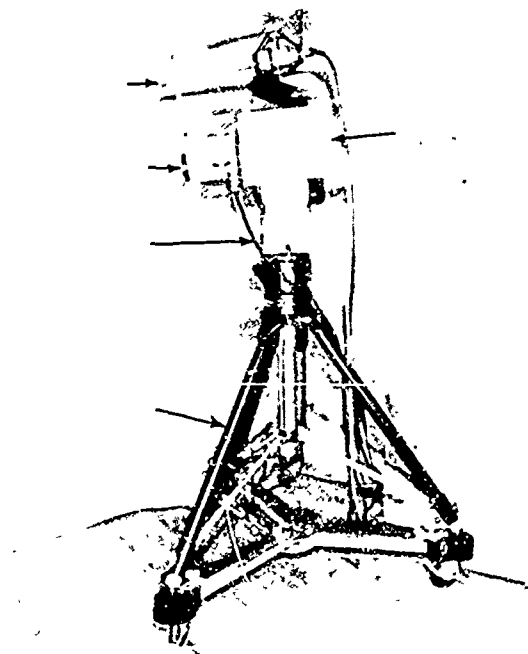


Figure 4. Transportable Videotape Recording System Camera Configuration

The Transportable Videotape Recording System uses all-transistorized circuits wherever possible and there are no unusual power requirements for any component in the system. There are two vidicon-type cameras in the system which do not require high intensity lights for successful operation. In fact, a useable image can be generated by the cameras from a scene illuminated with as little as 1/2 foot-candle. The lenses on the cameras are remote-controlled zoom lenses with fast apertures. Attachments are available to change the focal length of the lenses for special applications.

The cameras are mounted on a servomechanism which provides remote control of panning and tilting. This allows the cameras to be operated from a distance without any need for a cameraman as in the older types of systems. To insure adequate sound pickup for the videotape, highly directional-sensitive microphones are shock-mounted on top of the cameras and follow the source of action in a scene.

The videotape recorder itself is small and weighs only 97 pounds. This instrument uses 2-inch helical-scan mylar tape for recording. This tape can be reused 400 times without appreciable deterioration of image quality. The tape moves at 3-3/4 inches per second, permitting about 1 hour of recording on a 1200-foot reel of tape. Two separate audio channels are scanned on the tape permitting the addition of narration, commentary, or time signals to the tape. The recorder can play back tape at full speed, variable slow motion, and stop motion.

The entire system, including all cables and connectors, weighs 585 pounds. No single component is larger or heavier than one man can carry comfortably except the control console which is equipped with casters and handles. When set up, the system can be operated by one man from a chair. No complex training is required for operation. An intelligent person can be taught full operation of the system, including minor maintenance, in 2 or 3 hours.

Physical Facilities

This experiment was run using a complex of rooms (figure 5). By having this set of connected rooms for the experiment, a rather intricate scheduling of subjects was possible and is described below. All of the rooms were air conditioned and lighted with fluorescent tubes. The "studio" or "colonel's office" was hung with curtains to conceal cameras and cables as much as possible. To simulate the setting of another culture, various artifacts were displayed in the room, most coming from Ethiopian Somali tribes. A view of this studio is given in figure 6.

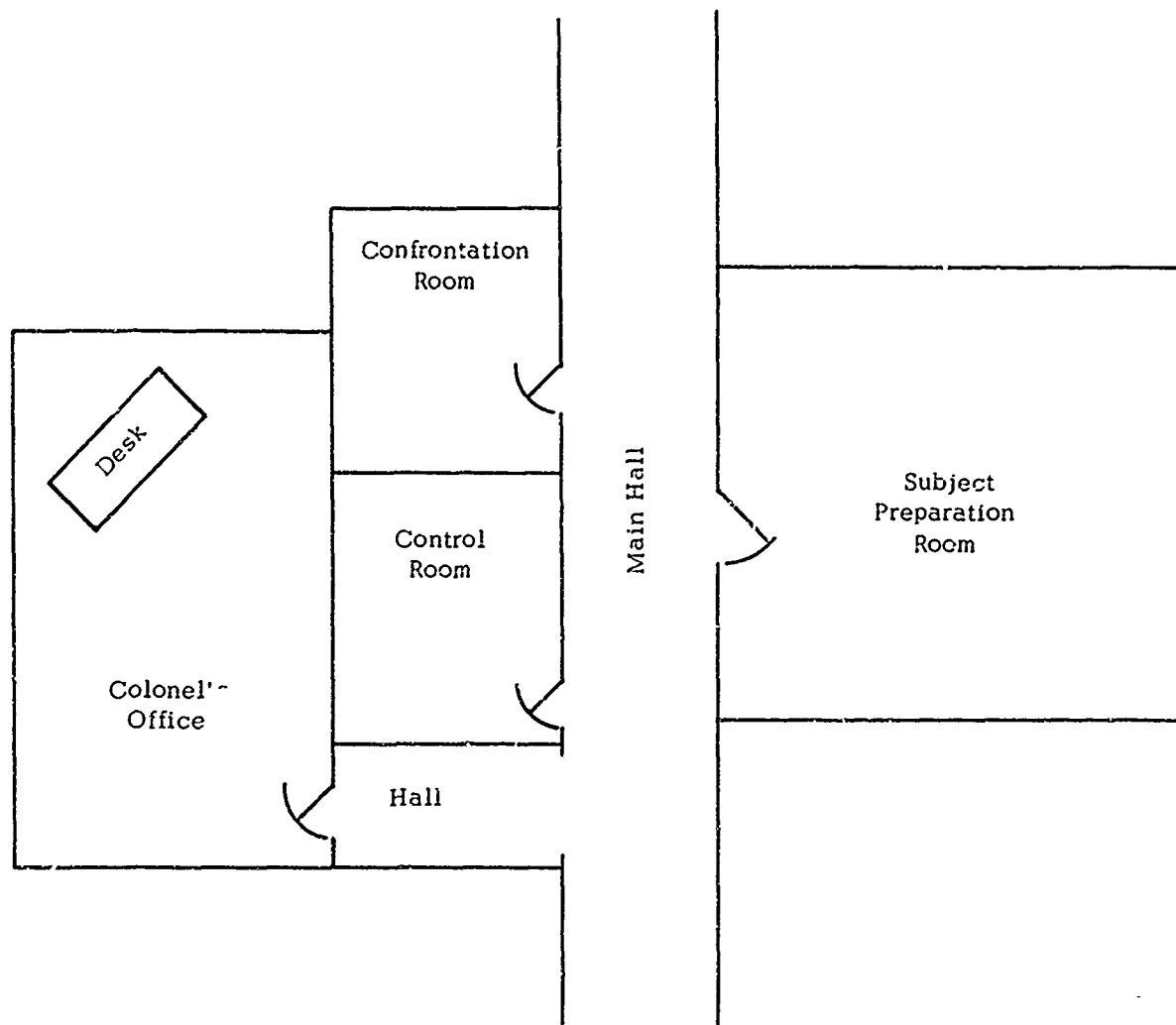


Figure 5. Physical Facilities



Figure 6. Experimenter's Confederate and Subject

Experimenter's Confederate

The person chosen to play the role of the colonel was a Jamaican-born Negro, 53 years old. He is quite articulate and of small stature. His size and appearance are such that it would be possible to place him in several cultural groups ranging from northeast Africa to certain portions of the Malay archipelago. He speaks with a slight West Indian accent. This accent has changed from the usual West Indian accent because he has lived in the United States for 25 years.

The confederate had a particularly demanding task to accomplish during the experiment. He had to learn his role as colonel completely and maintain unvarying control in his interaction with subjects. To this end, a week was spent in practicing the role-playing scene before running the first subject. The confederate performed remarkably well for the 4 weeks of the experiment. Little change occurred in his performance from the first to the last subject in both verbal and nonverbal behavior. This lack of variation was taxing for the individual, however, His motivation sustained him through the tedium of constantly repeating the role.

The confederate was provided with a specially designed and tailored uniform which he is wearing in figure 6. This uniform is unconventional by US military standards but is very much like those worn in the countries of the Indo-Chinese group.

Acquisition Procedure

There were two training methods used in this experiment; self-confrontation and practice. The practice condition was included in the design to answer a question resulting from earlier experimentation (Haines and Eachus, 1965). In that study, self-confrontation training was compared to verbal critique. That is, two groups of subjects were trained to perform in a role-playing situation by having their performance analyzed verbally. One group viewed a videotape recording of their performance during the critique. Both groups read a training manual for the role-playing sequence before actually participating, but the effects of an extended reading of the instructions and practice in the role were not assessed. In the study reported herein a direct comparison was made of the skill acquisition generated through self-confrontation and reading with practice.

To summarize an earlier discussion of the training problem: The experiment generally was designed to provide a simulated environment in which the subjects would be required to engage in social interaction with a representative of another culture. The interaction situation is specified in detail by a training manual (Appendix I) which each subject studied before participating in the situation. The role-playing sequence consisted of four parts: reporting in, reprimanding, commending, and reporting out. The representative of the other culture was a confederate and had a specific role to play, not varying from subject to subject. The training manual described in detail certain of the customs and rituals appropriate to an appointment with a senior military officer in Country "X." There are 57 behaviors outlined in the manual which the subject performs to ensure effective

communication between himself and the confederate. All of the behaviors required of the subject in the scene are supported by rationales in the manual based on the customs, manners, habits, and values of persons in Country "X." The subjects were not provided with a written script to memorize. They were given instruction concerning the manner in which they were to speak, but were required to extemporize their words in the actual role-playing.

The self-confrontation and practice procedures consisted of the following phases (see table I):

1. Upon arrival at the preparation room subjects were seated and told that they would be taking part in an experiment in training research for American advisors to foreign countries. They were then given the cultural background description of Country "X," which included essential facts about the politics, economics, social structure, mores, values, military, and family structure of the country (Appendix III and IV). This description was 2500 words long and was written in three versions* which constituted the attitude manipulation.
2. The subjects were told to study the cultural description of Country "X" carefully. They did this for a period of 45 minutes, at the end of which they were administered two forms (see Appendix V) described in the section on attitude manipulation. Subjects averaged approximately 40 minutes responding to these forms.
3. The experimenter then took subjects aside and told them in detail of the existence and nature of MTT activities. Next, he introduced the subject to the process of role-playing and told the subjects that they would be playing the role of an Air Force Captain who is head of a MTT working in Country "X."
4. The subjects were presented with the following materials, bound together as a training manual: (a) the scenario of the role to be played, (b) a narrative list of behaviors appropriate for the role, and (c) a detailed descriptive list of the same behaviors. This training manual consisted of about 3750 words and was studied by the subjects for the remainder of the pretraining session. The self-confrontation group studied the manual for 30 minutes and the practice group studied it for 1 hour 10 minutes. The time spent reading the manual by the practice group was the equivalent to the time spent reading the manual and the time spent in self-confrontation by the other group.
5. At the conclusion of the pretraining session the subjects were given a written test in which they were asked to list, within a 5-minute limit, all of the behaviors that they were supposed to have learned through study of the training manual. This test provided a check on whether there were any differences among the attitude or training groups in the number of required behavior learned during the pretraining session.

* Only the positive and negative attitude manipulations are included as appendices since the "neutral" manipulation was a synthesis of the other two.

TABLE I
COMPARISON OF PROCEDURES FOR TWO METHODS

A. Pretraining Same for Both Groups

B. Acquisition:

<u>Self-Confrontation Group</u>	<u>Practice Group</u>
a. Trial 1 - role-play about 3-1/3 minutes	a. 40 minutes additional study of training manual
b. Self-confrontation (verbal critique plus videotape) 20 minutes	b. Trial 1 - role-play about 3-1/3 minutes
c. Trial 2 - role-play about 3-1/3 minutes	c. 5-minute rest
d. Self-confrontation (verbal critique plus videotape)	d. Trial 2 - role-play about 3-1/3 minutes
e. Trial 3 - role-play about 3-1/3 minutes	e. 5-minute rest
	f. Trial 3 - role-play about 3-1/3 minutes

C. Retention

Time:

a. About 10 minutes role-playing	a. About 10 minutes role-playing
b. 40 minutes other training	b. 40 minutes other training
	c. 10 minutes rest

Total Time:

About 50 minutes

Total Time:

About 60 minutes

6. Following the written test, each subject was placed in one of the training groups on a random basis counterbalanced for attitude and retention. There were 55 subjects in the self-confrontation group and 11 in the practice group. Subjects were taken directly from the test to the role-playing scene. They were cued by the experimenter to knock on the door of the colonel's office, to enter upon acknowledgment and to play out the role, performing as many of the required behaviors as they were able to recall. All of the subjects' actions were recorded on videotape.

Subjects in the self-confrontation group were taken to the confrontation room immediately upon completion of the scene. They then viewed the videotape of their performance on a monitor once through without any comment from the experimenter. This was to adapt them to some degree to the experience of seeing themselves. Then the tape was shown again, part by part, with the experimenter giving a verbal critique of the performance as it transpired on the monitor. When appropriate, the tape was stopped and omission or poor execution of specific behaviors pointed out and the correct execution described verbally. The experimenter would demonstrate correct performance of required acts in contrast with the performance of the subject as shown. The same experimenter provided the verbal critique for all subjects in order to standardize its content and manner of delivery. This confrontation session lasted 20 minutes. At the end of this time the subjects were put into the role-playing setting again and the second trial begun. Trial 2 was followed by a second confrontation session which was then followed by the third and final acquisition trial.

Subjects in the practice group read the training manual before trial 1 and had no confrontation sessions between trials, but had a 5-minute rest period instead. Otherwise, they were treated in the same manner as the self-confrontation group subjects.

7. At the conclusion of trial 3, subjects in both groups were returned to the subject preparation room where the attitude instruments were again administered. This terminated the acquisition phase of the experiment. Subjects were thanked, but not debriefed, and were scheduled for their second appointment at a later date.

Retention Procedure

It was desired to determine the degree of permanency of interaction skills trained by self-confrontation and practice. To accomplish this end, subjects returned to re-play the scene after a given time interval had elapsed following their acquisition trials. Subjects in the self-confrontation group were assigned to three retention groups. Retention groups had 1 day, 1 week, or 2 weeks elapse after training. Since there was only a small number (11 compared to 55) of subjects in the practice group, they were all placed in a 1-week retention group.

Subjects were not told the purpose of their second appointment. Upon arrival for the retention trial, subjects were immediately put in front of the door to the colonel's office and requested to go through the same role-play sequence they had performed previously. Subjects were not allowed access to any of the training materials, nor were they permitted to ask any questions.

The retention trial provided a relatively pure indication of how well the interaction skills previously acquired were retained. At the conclusion of the retention trial, all subjects again completed the attitude instruments. This third administration was used to determine the permanency of attitudes generated by the manipulation.

Following this, the subjects were debriefed: The experimenter explained fully the methods, rationale, and purpose of the experiment and answered all questions pertaining to it.

The experiment ran 5 days a week for 4 weeks with five subjects a day going through the acquisition procedure and five subjects a day completing the retention phase. The scheduling of the subjects was done so that they were in different phases of the experiment throughout the day. The total time involved for each subject was 3-1/2 hours for acquisition and 1 hour for retention.

Judging Procedure

Performance Rating Form

The rating sheet devised to measure the qualitative and quantitative aspects of subjects' performance in their total of four trials is contained in Appendix II. A weakness of earlier research on the self-confrontation phenomenon (Nielsen, 1962; Stoller, 1964; Haines and Eachus, 1965) was that the measuring system used did not provide an acceptably precise and reliable type of data for evaluating interaction behavior. This study attempted to overcome this weakness by using a simple 6-point scale for each of the identifiable behaviors in the role-playing sequence.

There were 57 behaviors stated to the subjects in the experiment. Each of these behaviors was listed on the rating sheet in a brief form. The scale used to assess performance ranged from 0 (omitted) to 5 (performed very well). It was possible, for each of the 57 behaviors, to discriminate the presence or absence of each and to discriminate qualitative differences in performance. Three of the 57 specifications in the sequence involved subjects' judgment of speaking time. These three items were not rated by judges, but were timed by the experimenter.

Judges Selection and Training

Judges were three advanced undergraduate students, two male and one female. These people were selected from 12 volunteers attending a class in small group functioning. All had extensive course background in psychology, sociology, and other social sciences. Each of the judges selected had previously worked in some sort of psychological research at an assistant level. The judges were paid on an hourly basis for their work.

Judges were trained in the following manner. Sample videotapes of the role-playing sequence were shown. The experimenter pointed out the specific item to be judged, discussing the rating for every sample item (whether it was a 2 or a 3, etc), going over and over each behavior, stopping the tape and discussing the quality of a performance, demonstrating a perfect performance, etc. Before actually seeing a videotape, all judges had been provided the training manual to study for a week. Training of the judges was complete when they had reached the criterion of no more than one judge differing from the other two by more than one scale point for all 54 items on the sample tapes.*

The judges viewed the videotape of each experimental trial, making their ratings independently on a performance rating form as enactment of the scene unfolded. The tape was stopped at the end of each section of the role-playing sequence (reporting in, reprimand, commendation, reporting out) to enable the judges to finish the ratings for that sequence of behaviors. If any judge missed a behavior, or was unsure about it, the tape was rewound and the portion in doubt, and only that portion, was shown again. If there were no uncertainties on the part of the judges, the tape was viewed only once. The sum of the ratings on 54 items, plus three more item ratings, representing time of reprimand, commendation, and equality of times for reprimand and commendation, constituted the basic measure of performance for each subject trial.

The judges viewed the videotapes 4 hours each day for approximately 3 weeks, judging about 280 trials each. The judges were not given information about the group from which the subjects came.

RESULTS

The principal analysis of the data was handled by a complex analysis of variance. Certain preliminary analyses of the measuring instruments used to gather data established their reliability.

*An item rating of 5,5,5 or 5,5,4 by the three judges was acceptable, but not 5,5,3 or 5,4,3.

Judges' Reliability

The three judges used in assessing role-playing performance were trained to a high criterion of rating performance. To find out how reliable the judges were in rating the behavior, Spearman Rank Order Correlations (Siegel, 1956) were computed for all possible pairs of judges. The scores used in this computation were the sum of ratings on 54 items for a total of 264 scores (66 subject X 4 trials) for each judge. The ρ were 0.84, 0.90, and 0.90. This indicates an acceptably high level of reliability in the data for further analyses.

Attitude Manipulation

In order to evaluate the supposition that the cultural background descriptions did in fact generate distinct attitudes toward Country "X," a pretest of the material was conducted. A group of 10 advanced undergraduates was given the descriptions to read for 1/2 hour and was then administered the series of semantic and behavioral differentials. The scores obtained by this group indicated a clear separation of a positive and negative attitude group with a neutral group overlapping the lower scores from the positive group and the upper scores from the negative group. This preliminary finding led to the assumption that the background statements did produce the desired attitude grouping.

Three distinct attitude groups were established through use of the cultural background descriptions. The measures of attitudes were taken immediately after subjects had read the descriptions, following the third trial, and following the retention trial. The results of attitude assessment through the semantic and behavior differential are presented in table II (these means represent sums of scores for each of the differential forms). The attitude manipulation was successful in creating the desired difference in attitude as measured by the semantic and behavioral differential. There was no significant tendency for the attitudes to change as a result of training. The attitudes as measured were stable except for a slight tendency for the negative group to become more positive with time. The lack of attitude change following behavioral involvement in interaction with a simulated segment of the culture is noteworthy and suggests several interpretations which are discussed below. The effect of attitude on performance will be discussed below as well.

Test of Knowledge of Training Manual

A timed test was administered to subjects after they read the training manual, but before their participation in the role-playing sequence. Subjects were required to write brief statements identifying as many of the performance requirements stated in the training manual as they could remember, within a 5-minute limit. Scores for this test were obtained by simply counting the number of correct statements made by each subject. The test was included to assess individual and group differences in knowledge of the specifications for the role-playing sequence. The self-confrontation training group had read the training manual for 30 minutes; the practice group had read for 70 minutes.

TABLE II
GROUP MEANS FOR ATTITUDE SCORES

SEMANTIC DIFFERENTIAL				
Attitude Group*	N	First Measurement	Second Measurement	Third Measurement
Positive	22	821	799	801
Neutral	20	687	699	688
Negative	24	498	544	516

BEHAVIOR DIFFERENTIAL				
Attitude Group**	N	First Measurement	Second Measurement	Third Measurement
Positive	22	230	227	230
Neutral	20	219	225	223
Negative	24	193	204	203

*F = 68.5, $p < .001$

**F = 6.33, $p < .01$

The test means by training group are presented in table III. Although the practice group mean was somewhat higher, no significant difference between the two groups was found. This may indicate that both groups reached levels in obtaining information from the training manual which were roughly equal, regardless of the time spent in reading. However, in scoring the written test results, we found that subjects typically stopped writing because of the time limit rather than because they ran out of information. Thus the time allowed for the test was probably not sufficient to permit existing differences in learning to show up. The effect of more time spent in reading the training manual is more clearly seen in the trial 1 performance scores. Subjects in the practice group scored considerably higher than did those in the self-confrontation group.

TABLE III
KNOWLEDGE TEST MEANS BY TRAINING METHOD

	TEST MEAN*	STANDARD DEVIATION	N
SELF-CONFRONTATION	21.98	6.2	55
PRACTICE	24.08	3.1	11

* $t = 1.03$, $p > .20$, two-tailed test

Acquisition

The skill acquisition data from this experiment formed a $3 \times 2 \times 3 \times 2$ factorial design with an N of 66. There were repeated measures on two factors (trials and raters); one factor was fixed (training Method) and the fourth was continuous (attitude). Because of the wide differences in cell frequencies between the practice and self-confrontation groups (with N s ranging from 2 to 19), assumptions of homogeneity of cell variance could not be met. Therefore, separate analyses of variance were performed for the two groups, following Winer (1962). This division of the data reduced the cell N ranges to 3 and 1, for the practice and self-confrontation groups, respectively. The method used to handle the remaining cell frequency differences was the unweighted means solution. Winer (1962, p. 374) suggests that this solution be used when the completed experiment does not have equal group size because of conditions unrelated to the treatments per se. The cell means are presented in table IV and the summary of the analyses in table V.

TABLE IV
CELL MEANS, FREQUENCIES, AND STANDARD
DEVIATIONS FOR TREATMENT GROUPS*

ATTITUDE		TRIAL 1	TRIAL 2	TRIAL 3
SELF-CONFRONTATION	N=18			
	Positive Mean	134.185	175.444	203.944
	SD	27.57	33.38	29.33
	N=18			
	Neutral Mean	140.389	175.815	192.074
	SD	27.95	29.14	29.03
	N=19			
	Negative Mean	124.368	163.842	179.421
	SD	39.77	36.87	34.32
	N=55			
	All Attitudes Mean	132.824	171.558	191.588
	SD	31.19	33.81	32.63
PRACTICE	N=04			
	Positive Mean	143.000	167.333	171.417
	SD	12.05	12.68	8.96
	N=02			
	Neutral Mean	166.333	158.167	157.167
	SD	20.73	12.75	17.93
	N=05			
	Negative Mean	155.733	173.200	174.467
	SD	17.46	16.68	22.41
	N=11			
	All Attitudes Mean	153.030	168.333	170.212
	SD	18.54	17.16	19.05

*Scores summed over 3 raters. Scores were derived for each subject by summing the individual item scores for each rater. The highest possible score for each rating was 285 (57 items X 5 points per item).

TABLE V
SUMMARY OF ANALYSES OF VARIANCE

Source	Sum of Squares	DF	Mean Square	F
<u>1. SELF CONFRONTATION</u>				
<u>Between Subjects</u>				
A (Attitude)	23,230.8	2	11,615.4	---
Subj w. groups (error between)	401,263.7	52	7,716.6	---
<u>Within Subjects</u>				
B (Trials)	295,001.0	2	147,500.5	366.80****
AB	5,654.6	4	1,413.7	3.52*
B X subj w. groups	41,822.8	104	402.1	---
C (Raters)	3,987.8	2	1,993.9	11.76****
AC	175.0	4	43.8	---
C X subj w. groups	17,634.1	104	169.6	---
BC	1,661.8	4	415.5	3.70**
ABC	728.6	8	91.1	---
BC X subj w. groups	23,340.5	<u>208</u>	112.2	---
		594		
<u>2. PRACTICE</u>				
<u>Between Subjects</u>				
A (Attitude)	986.9	2	493.5	---
Subj w. groups (error between)	17,017.9	8	2,127.2	---
<u>Within Subjects</u>				
B (Trials)	2,716.8	2	1,358.4	9.59***
AB	4,284.0	4	1,071.0	7.56***
B X subj w. groups	2,267.1	16	141.7	---
C (Raters)	816.6	2	408.3	---
AC	317.9	4	79.5	---
C X subj w. groups	3,494.8	16	218.4	---
BC	720.8	4	180.2	---
ABC	252.1	8	31.5	---
BC X subj w. groups	2,809.4	<u>32</u>	87.8	---
		98		

*p < .05
 **p < .01
 ***p < .005
 ****p < .001

The initial question to be answered concerns whether subjects demonstrated any significant changes in performance as a result of the training methods employed. The summary tables show clearly, for both the practice and self-confrontation treatments, that subjects did, in fact, modify their performances in the role-playing sequence, achieving increased success in meeting the interaction requirements over the course of the three acquisition trials.

The interactions of attitude with performance over trials are also significant. The positive attitude groups showed a greater rate of performance improvement than did the neutral or negative attitude groups. This finding is represented graphically in figure 9.

The training methods differed in their effects on subjects' acquisition of interaction skills. The practice group started the sequence of acquisition trials at a higher level than did the self-confrontation group, but were outdone on succeeding trials. Practice produced some, but little, improvement in subjects' performances, resulting in third trial mean score differences which strongly favor self-confrontation. This difference is significant at .02 (Mann-Whitney U test).

The significant raters main effect is disconcerting if viewed as an index of rater reliability. However, this effect is due to one of the three judges rating performances consistently lower than the other two. The significant raters-trials interaction for the self-confrontation group is a result of presenting to the raters the tapes of the acquisition trials for each subject in chronological order: one rater scored the first trial performances higher than another, and these relative scorings were reversed for trial 3. That this finding is of minimal practical significance is attested to by the fact that the overall correlation between these two raters was .84.

Of interest in analyses of variance which yield multiple F-ratios is the degree of association between the independent and dependent variables. Hays (1963) gives a statistic, ω^2 , which provides an estimate of the percentage of the variance accounted for by the independent variable. For the self-confrontation group, the trials main effect (C) accounted for 86% of the variance, while the interaction (AC) was responsible for just 1%. In the practice condition, the ω^2 for (C) was 21%, for (AC) 40%. It is evident that under both training methods, the change over trials was a major factor contributing to variance in the data, while the attitude variable, although having a statistically significant effect in both cases, was a factor of practical importance only for the practice group. This may indicate that self-confrontation serves as a "reality-testing" experience which dilutes the effects of preestablished attitudes.

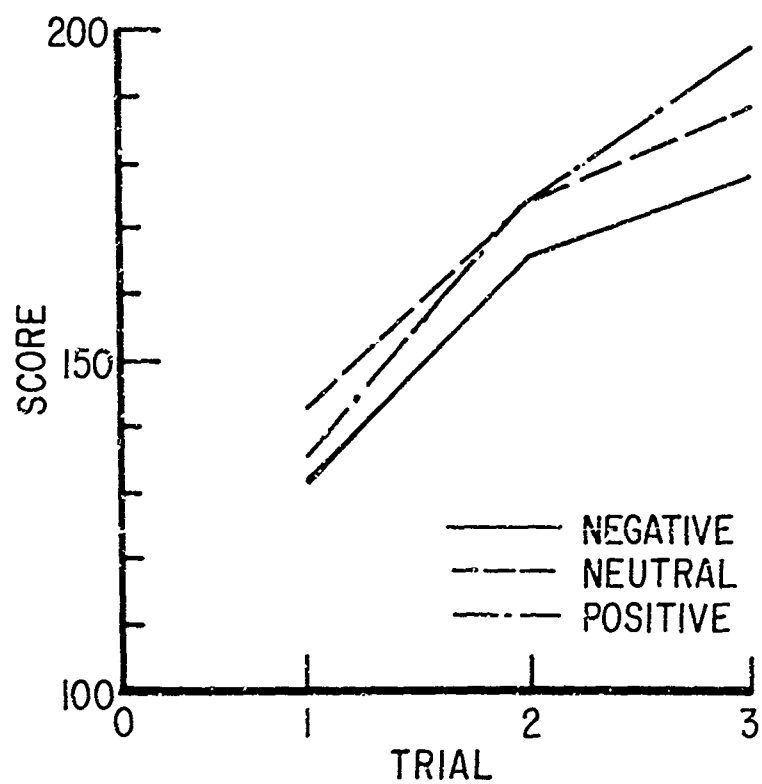


Figure 7. Attitude X Trials Interaction

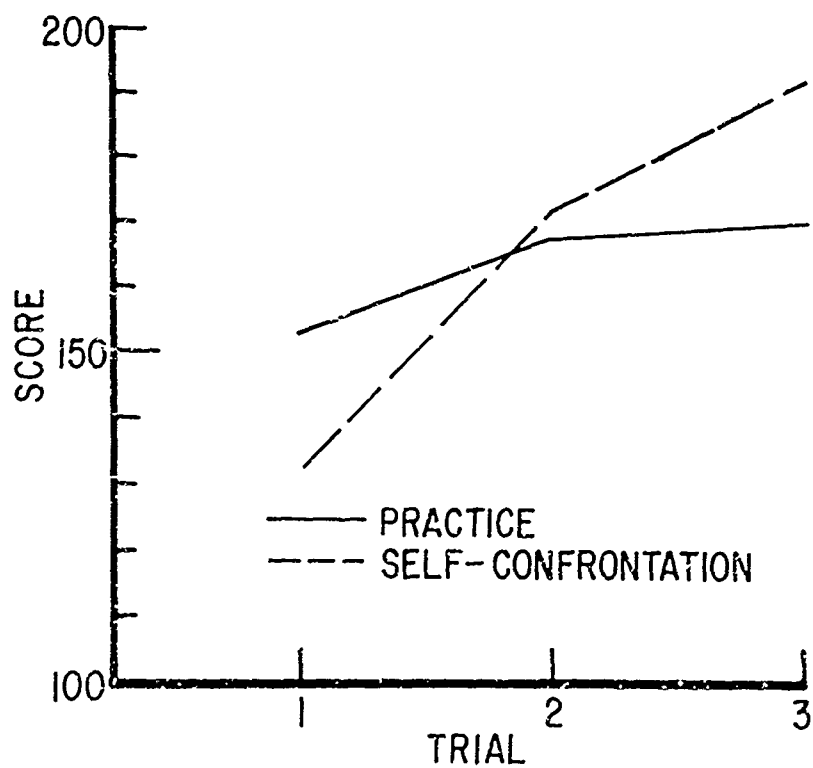


Figure 8. Training Method X Trials Interaction

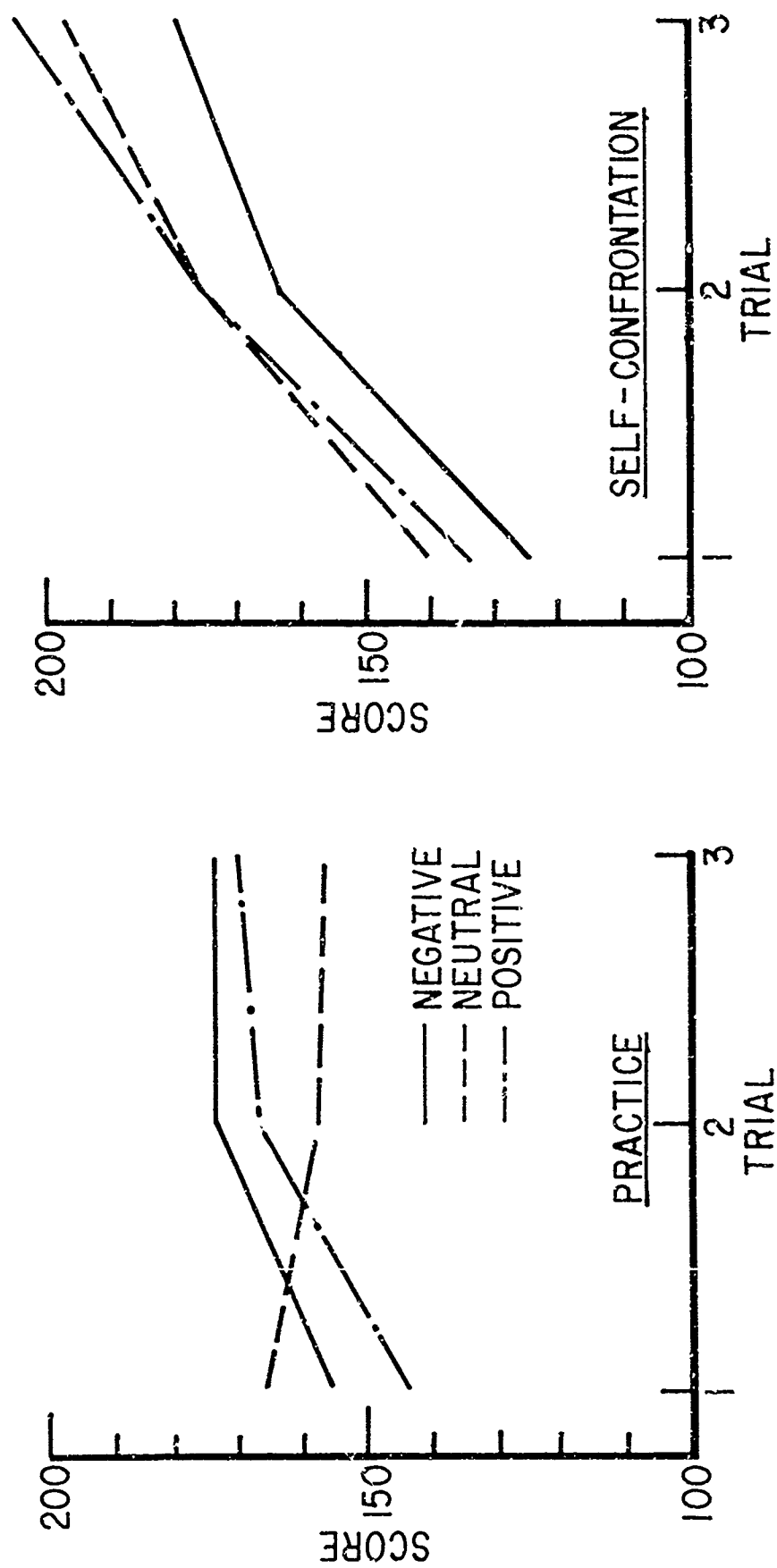


Figure 9. Attitude X Methods X Trials Interaction

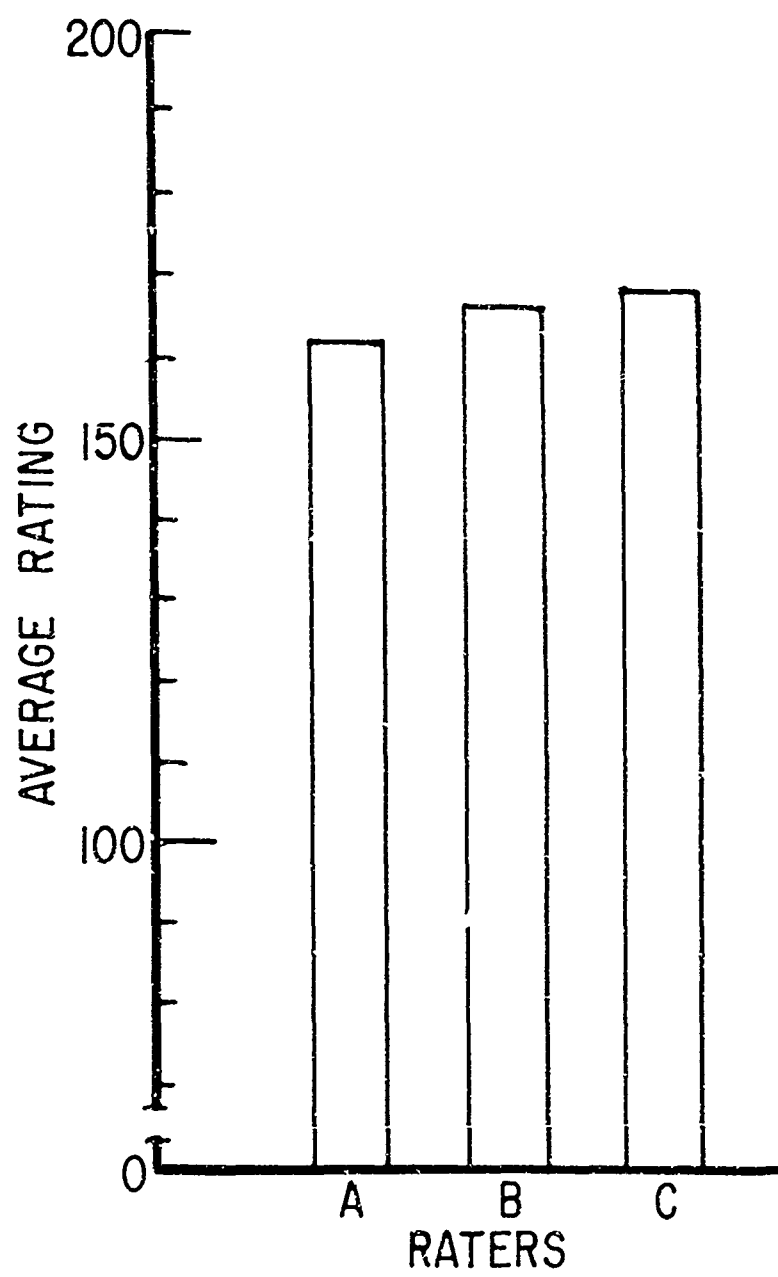


Figure 10. Raters Main Effect

Retention

All subjects in the experiment returned after a period of time had elapsed and replayed the interaction sequence to test retention of skills previously trained. The self-confrontation group was randomly split into three subgroups that took the retention test either 1 day, 1 week, or 2 weeks after training. The practice group all returned after 1 week. To effectively assess the skill level exhibited by subjects during the retention trials, performance scores were converted to percentages of terminal acquisition performance scores. That is, retention trial scores for the self-confrontation groups were divided by third trial scores for each subject. These data are summarized in table VI.

The self-confrontation group displayed high retention throughout the time intervals studied. Following a 1-day interval, subjects actually performed slightly better than they had on the previous day's third trial. Effects of massed practice, rehearsal, or both are probably at play here. After 1 week, subjects retained over 93% of their terminal performance and at 2 weeks performed over 94% as well as their terminal acquisition level. Loss of skill throughout the entire retention period was not statistically significant ($F = 2.29$; $df = 2, 61$; p greater than .10).

The practice group returned for retention testing after 1 week. This group performed only 85% as high as did the 1-week retention self-confrontation subgroup ($t = 3.94$, p less than .001). This indicates that the enhanced training effect of self-confrontation over practice persists at least 1 week after termination of training.

TABLE VI

SKILL PERCENTAGE RETAINED BY SELF-CONFRONTATION GROUP

<u>RETENTION INTERVAL</u>	<u>PERCENT RETAINED</u> (Retention Trial Score/Trial Three Score)
1 Day	100.43
1 Week	93.50
2 Weeks	94.50

Selective Training of Classes of Behaviors

The specific types of skills which a technique is best suited to train is desirable information for adapting the technique to operational problems. With this in mind, the role-playing sequence was designed to consist of several kinds of behavior: verbal and nonverbal, military and nonmilitary, verbal content and verbal manner, etc. Figure 11 presents the change in performance for each behavior in the sequence from trial 1 to trial 3. All of the numbers representing verbal behaviors are indicated by a V. The remaining behaviors are nonverbal (refer to Appendix II for a description of each behavior). In 56 of the 57 behaviors, self-confrontation produced improvement in performance. Practice produced improvement in performance in just 45 of the 57 behaviors. In only three cases did the improvement produced by self-confrontation fail to exceed that produced by practice.

In selectively analyzing types of behaviors modified by the two training procedures, the 57 items were split into various groupings, and comparisons were made of the performance changes effected by the two techniques. The only significant difference between the two techniques in producing changes came in the verbal-nonverbal category. In the practice condition, verbal behaviors improved slightly more than nonverbal behaviors, while under self-confrontation performance of the nonverbal items improved significantly more than did performance of the verbal ones. These differences are represented in figure 12. Self-confrontation produced greater absolute improvement in the performance of both verbal and nonverbal behaviors than did practice (see table 7).

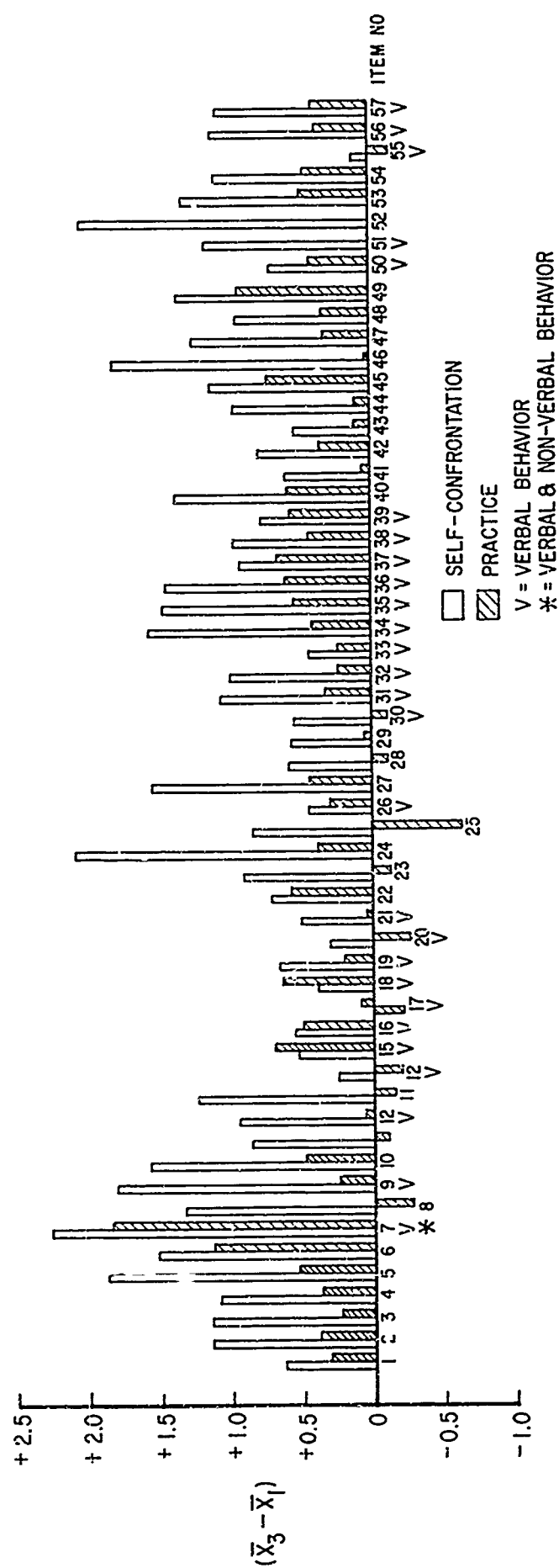


Figure 11. Acquisition of Interaction Behaviors
by Practice and Self-Confrontation

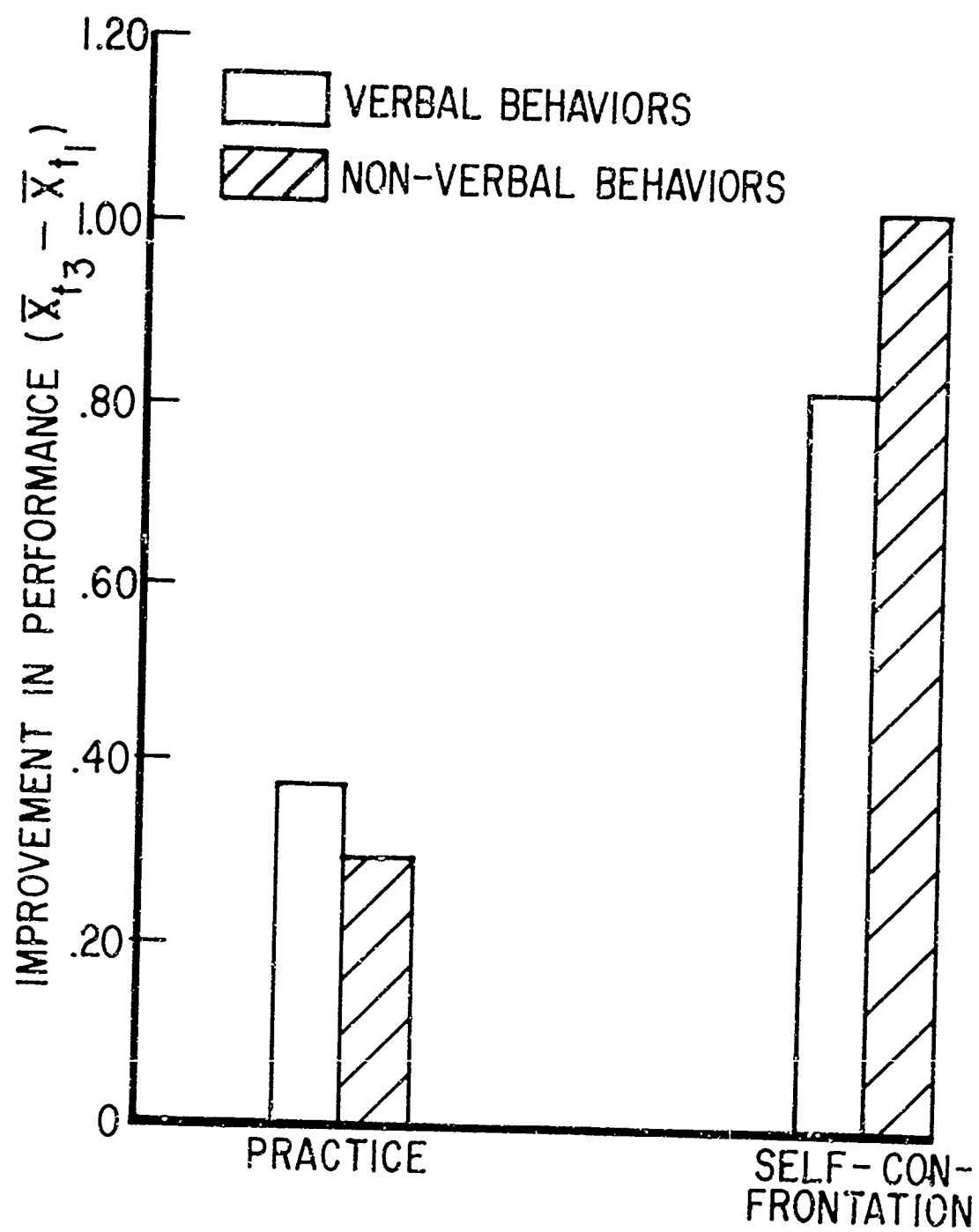


Figure 12. Changes in Verbal and Nonverbal Behaviors by Training Method

TABLE VII
MEAN CHANGES IN PERFORMANCE FROM TRIAL 1 TO TRIAL 3
OF VERBAL AND NONVERBAL BEHAVIORS
BY SELF-CONFRONTATION AND PRACTICE

	PRACTICE*	SELF-CONFRONTATION**
VERBAL	A $\bar{d}_{T_3} - T_1 = 0.375$	B $\bar{d}_{T_3} - T_1 = 0.824$
NONVERBAL	C $\bar{d}_{T_3} - T_1 = 0.304$	D $\bar{d}_{T_3} - T_1 = 1.175$

*t for A - C = 0.59, $p > .30$

**t for B - D = 2.01, $p < .05$

DISCUSSION

Acquisition

The results of this experiment clearly establish self-confrontation through videotape as a highly effective means for modifying social interaction skills, in situations where the components of these skills are readily specifiable. The course of the acquisition curve over the three trials indicated that the combination of immediate visual and verbal feedback acted to facilitate rapid improvement in a subject's ability to perform complex social interaction.

The rate of acquisition following self-confrontation was higher than that of practice. The lengthy time spent by the subjects in the practice group in reading the training manual resulted in better initial performance in the role-playing sequence compared to that of the self-confrontation group. Still, the terminal performance of the practice group was far exceeded by that of the group using self-confrontation.

Self-confrontation has been compared to other procedures in past research for training complex skills and has emerged as the best available method. Argyle (1966) has analyzed all current techniques for training social skills in a variety of settings ranging from individual and group therapy to teaching, management, interviewing, and sales. His summary statement in reviewing repetition, role-playing, imitation, T-group training, sensitivity training, lectures, discussion, case-studies, and reading was that videotape self-confrontation is the most effective form of feedback, and that it directs the trainee's attention to the visual, as opposed to the verbal, aspects of his performance.

The technique of self-confrontation through videotape can be optimized by taking account of the high initial performance of the practice group. That is, in generating substantive materials for pretraining individuals for role-playing, enough time should be allowed for thorough comprehension of such written material. In addition, if the high rate of acquisition in self-confrontation is not depressed to any great extent by higher initial performance, then asymptotic performance would be reached sooner following more extensive preparation for role-playing.

The number of trials in this study was fairly small. The acquisition curve drawn from three trials provided only a marginal indication of the function. The data suggest that the rate of acquisition was somewhat less following the second trial than it was following the first. A replication of the study in which subjects were allowed as many trials as required to arrive at some criterion or asymptotic performance level would provide much better data with which to examine the full course of acquisition to peak sustained levels.

Retention

The retention of social skills trained through self-confrontation was high through the 2-week interval studied. Retention trial performance level appeared to approach an asymptote at about 94% of the terminal (third trial) acquisition level. McGeoch and Irion (1952) provided an excellent summary of the experimental findings relating to retention in human learning. In their summary there is no method shown to produce such high retention, even accounting for differences in difficulty of the material learned. The findings of Dietze and Jones (1931) on recognition, findings of others on free recall and recall of materials of varying difficulty, and findings of Gaier (1954) on retention of material trained by stimulated recall,* are compared with self-confrontation as to their retention functions in figure 13.

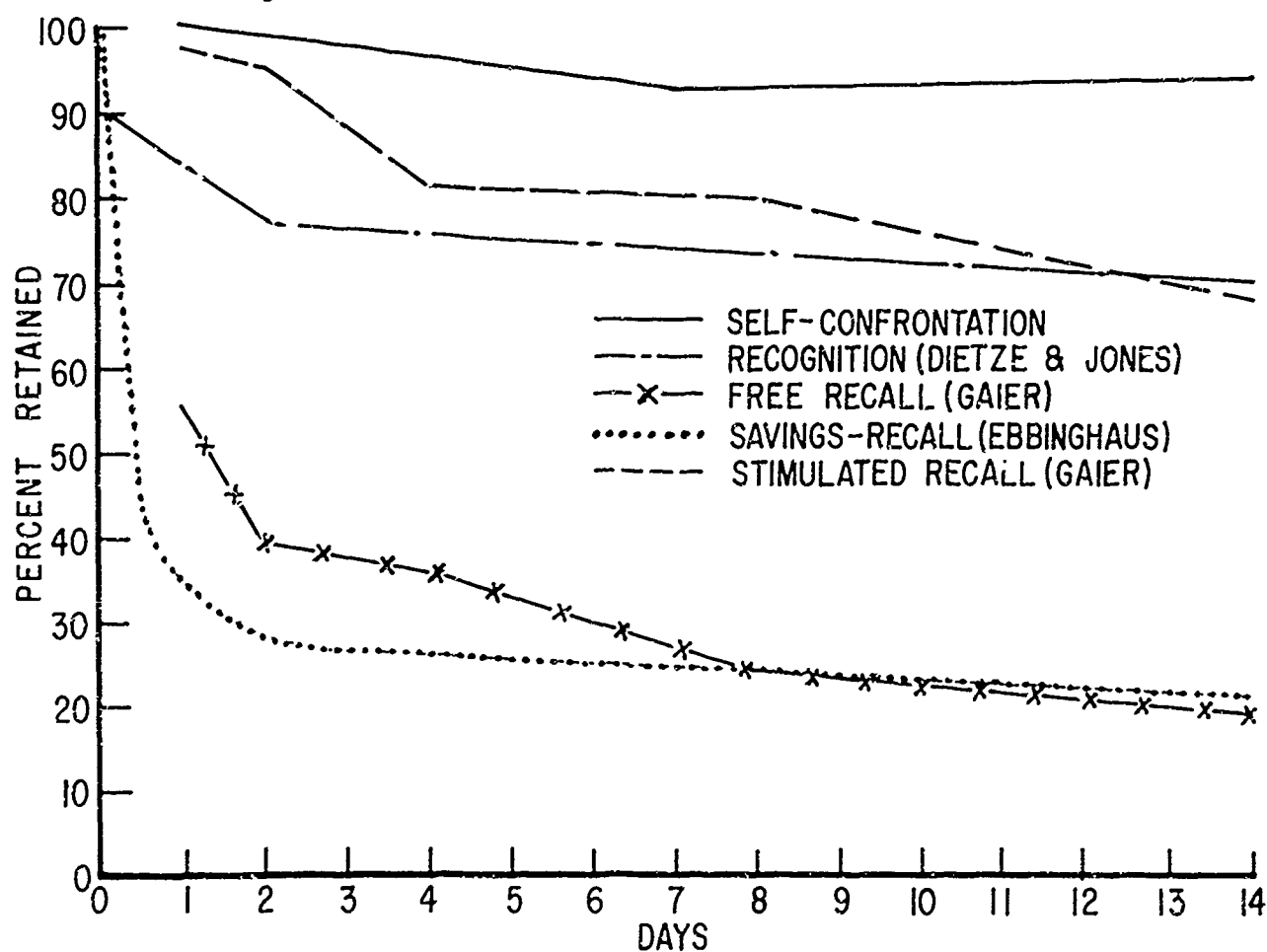


Figure 13. Retention Curve of Self-Confrontation
with Other Retention Functions

*Stimulated recall is a method in which partial feedback to subjects acts to stimulate the recall of information.

Through self-confrontation training, a person learns patterns of skills which can become active parts of his social repertoire. In a real world environment, interaction skills are formed and maintained at high levels of proficiency by day-to-day social reinforcement. Thus, once the appropriate skills in a certain social system are acquired, immersion in that social milieu insures high retention and further perfection of these behaviors. The data on retention in the current experiment indicate how well skills learned through self-confrontation will hold up in the interval between termination of training and actual participation in the new culture for which the training was given.

Effects of Attitude Manipulation

Attitude Change

Although the different cultural descriptions of Country "X" given to the subjects succeeded in inducing positive, neutral, and negative attitudes toward that culture, participation in the role-play with the Country "X" colonel had no effect on the subjects' attitudes, which remained remarkably stable over the course of the training and retention measuring procedures.

At first glance, this stability of attitude throughout the entire training activity is startling. Such active interaction participation as role-playing has been shown to be an effective means of attitude and opinion change (Janis and King, 1954). And according to Cohen (1964) and Brehm (1958), interaction with a disfavored object will often result in a positive change in attitude toward that object, in order to cognitively justify the interaction.

However, there are several tenable explanations for the lack of attitude change in this study. First, the interaction of the subject with the colonel was held to a highly constrained sequence of behaviors, taking place in an artificial laboratory environment for only 10 minutes. Such limited interaction with one individual who may or may not have been viewed as truly coming from Country "X" can not be expected to produce attitude change toward much more molar aspects of that culture.

Second, the prescribed interchange between the subjects and the colonel was such as to consist of equally negative (reprimand) and positive (commendation) types of communications. Thus, any anticipated attitude changes as the result of these communications would tend to cancel each other out. Finally, the behavior of the colonel in the role-play was devoid of affective components; he displayed neither favorable nor unfavorable conduct toward the subjects; he neither violated nor supported typical American values and behavior patterns. The subjects really did not acquire any new information with which to validate or revise their previously acquired attitudes toward the culture represented by the colonel.

Attitude and Performance

It was found that subjects with a positive attitude toward culture "X" displayed a higher rate of learning under self-confrontation than did subjects with neutral or negative attitudes. While this finding is an initial one and must be interpreted with care, it may indicate that attitude acts here as a motivational variable, and that the positive attitude subjects actually tried harder. Alternatively, a positive attitude may have reduced the discomfort of a first interaction with a stranger from another culture; the negative and neutral attitude groups may have experienced more tension and anxiety, which hampered their performances slightly.

The attitude manipulation in this study represented a first look at this factor in training for cross-cultural interaction. Obviously, many questions remain to be answered in this area: Why does positive attitude enhance acquisition rate? Can attitudes appropriate for a given operational mission be learned within the time constraints of the training program, or must this factor be selected for before training? What is the importance of attitude in an operational setting? To what extent do attitudes developed or assessed in training persist in actual cross-culture contact? All of these questions are important and will be addressed in future laboratory and field research.

A Methodological Consideration--Measures of Performance

As pointed out in the section on judging procedure, previous research on self-confrontation did not include a measuring system which gave sufficiently sensitive and reliable data for evaluating the degree of success of interpersonal interaction training in meeting a specified criterion. The combination scalar and forced choice "yes-no" measuring device employed in this experiment represents a substantial advance in this area. An assumption underlying this research is that many crucial elements in interpersonal interaction are the unconsciously performed and perceived nonverbal, motor, and postural behaviors. Current research by Edward Hall (1964a, 1964b) on the uses of interpersonal space as a communicative device, and by Michael Argyle (1966) on eye movements, supports this view. Hall (1963) introduces a system for the notation of interpersonal behavior, which includes eight dimensions by which to evaluate dyadic interaction. Such a system, when adapted to fit the requirements of training military personnel for cross-cultural contact, can provide an even more adequate instrument for measuring performance quality and appropriateness when a videotape record of the performance is available for analysis.

Laboratory Experiments and Field Applications--A Look at the Future

The current experiment establishes self-confrontation as an unusually effective method for training desired interaction behaviors. A next step in the development of new training programs will be a laboratory study on the efficacy of modeling and imitation, using videotape, as a training technique, and a comparison of this technique with self-confrontation.

Any comprehensive training program must include more than role-play and self-confrontation training. The skills taught through this technique constitute just one of the four general factors necessary for a successful performance in a cross-cultural situation. The other three factors are the attitudes toward the other culture, the motivation to do well in the interaction, and the cognitive knowledge of appropriate and inappropriate behaviors.

The emphasis on the skills aspect of cross-cultural training in this research should not be taken to indicate a necessarily greater importance of skills over the other three factors; this is an open question. Our concentration on this component of effective interaction is due to the decided lack of attention given to it previously.

In addition to further development of training techniques in the Aerospace Medical Research Laboratories, continued research will involve a shift from highly controlled laboratory studies to actual experimental training programs to be conducted with military personnel before their deployment overseas. This future work will involve certain difficulties not present in the laboratory. First, there is the problem of training content. A contrived, fictitious array of behaviors, as in the present study, will not do. No training technique, no matter how well suited to developing required skills in the trainee, will be effective unless a great amount of relevant, correct, and current knowledge is available about the specific skills that should be taught to an Air Force advisor assigned to any given country. Research is currently underway to develop and evaluate a prototype "cultural atlas" format for collecting and organizing data relevant to training program content. A substantive body of content, in conjunction with the self-confrontation, modeling, and other conventional training methods, will be used in future field research.

Also, attention will be given to the generalization of skills learned through role-play and self-confrontation to the actual foreign setting. Obviously, no role-play in a simulated cross-cultural setting could prepare an individual for the wide variety of predicaments in which he may find himself in the foreign culture. Extensive analysis and possibly research is needed to determine the proper number and kinds of role-playing situations necessary to train behaviors for a sufficient number of likely situations in which the American advisor overseas will be participating.

It may be that it is impossible, under the time constraints often involved in training, to prepare the advisor in performing a substantial proportion of the requisite skills for a given foreign culture. The ultimate importance of self-confrontation training then may lie more in improving the advisor's ability to learn, by making him more sensitive to his own behavior and to the importance of cross-cultural communicative skills. Then once on the job, he would be able to pick up skills quickly that otherwise he would learn slowly and painfully through trial-and-error, or not at all.

Another difficulty in the proposed field research is that of criteria for performance effectiveness. The ultimate criterion of training effectiveness is, as previously stated, the degree of success of the MTT members in their roles as advisors in the foreign country. Needless to say, this is a highly uncontrolled variable, subject to innumerable powerful forces irrelevant to the training program itself. Still, an intensive analysis of the MTT activities and experiences while in a foreign country, through interviews with the returned personnel and possible on-the-scene observation, will provide much information about the effectiveness of the experimental training program. In addition, it is planned to employ natives or other experts on the particular country to judge the validity of the training content and the adequacy of the learning of the MTT members before the team's deployment.

The planned experimental training program will remove the research from the laboratory setting. This will lift the artificial constraints of the laboratory and permit accumulation of real world data highly relevant to the eventual implementation of operational programs for cross-cultural training.

APPENDIX I

SCENARIO

BACKGROUND: You will play the part of Captain Brown, the head of a United States Air Force Mobile Training Team. Your team has been deployed to Country "X" at their request. The team is to train certain components of the Country "X" Air Force in the latest air-drop and night flying operations. The new techniques are part of a general upgrading and modernization of the Country "X" military that has been going on for some time. You are in an extremely important position requiring not only technical skill, but also interpersonal skill in dealing with personnel in the air force of Country "X." It is very important that you and your men be constantly aware of the cultural differences between the people of Country "X" and the United States. Although the indigenous personnel realize that the Americans have different cultural standards, the failure of the Americans to observe or respect traditional Country "X" customs and protocol usually is misunderstood and misinterpreted. Such circumstances could seriously affect the success of the training mission. The situation is further complicated by the short duration of the training mission and the stressful nature of the training (parachuting at night, night landings on dirt fields, etc.)

While the Country "X" government, air force, and local officers want the training your team is offering, they also desire to have their status as an independent country respected. Their air force is structured like that of the United States military. The officers and some enlisted men have been to the States for short training courses and speak English. These people are quite conscious of rank and formal honors. Symbols of merit occupy an important place in their society.

The people of Country "X" are quite sensitive to behavior that implies in any way that they are backward or poor. They place very strong emphasis on military demeanor and protocol. When on duty, any deviation from proper military conduct is looked upon with great disfavor. Officers in the Country "X" air force have been known to deliberately relax military formality to test their American advisors. They wish to see how readily the American will revert to conduct which is unbecoming or inappropriate for a military situation. Many of these tests are subtle and the American advisor must be continuously alert for such tests. Certain things are often used as tests and criteria for inappropriate behavior: (1) smoking or drinking while on duty or official business, (2) giving opinions or comments on technical problems with which one is not fully competent, (3) discussing politics or economics, and (4) engaging in extensive personal conversation while at other than purely social functions.

SITUATION: For several weeks you have been training a large unit of the air force of Country "X" in logistic and operational procedures and methods of airborne personnel and cargo delivery. The unit with which you have been working is

commanded by a full colonel. Last night, after extensive preparation, the first large-scale training mission was conducted. This training mission involved difficult coordination problems among supply, transportation, operations, logistic and maintenance units. You served as a jumpmaster on one airplane carrying both cargo and personnel. The troops of Country "X" on the aircraft with you included both officers and enlisted men. The highest ranking officer was a major. After the cargo had been deployed, the schedule called for a second pass over the drop zone for deployment of the troops. Normal protocol in Country "X" called for the major to jump first with the other troops following in order of rank. When the time arrived to jump, the major refused to leave the aircraft. The refusal to jump came at a very critical time during the exercise and could have easily caused the failure of the training mission since no one else would jump without the major going first. You viewed this as a direct conflict between a military tradition of the country and the requirements of modern military techniques. The failure of the major to jump is a direct consequence of the preferential treatment given to field grade officers by their commanders in Country "X." It is customary in Country "X" for commanders to relax discipline with field grade officers and to give them considerable personal freedom. This tradition results in field grade officers often acting by virtual personal whim. However, last night you resolved the situation by having the aircraft pass over the drop zone again and ordering the major to jump, which he did. The result was that the rest of the troops completed their jumps and the training mission was successful.

This particular tradition in the military of Country "X" was known to you when you arrived and you saw the possible consequences of extreme personal freedom in complex military operations. Early in the training you visited the colonel commanding the unit to request that he modify his treatment of field grade officers so that their behavior would be more compatible with the requirements of the type of operations to be conducted. Your experience of last evening was the first indication that the problem still exists. The incident cannot go unnoticed. Future problems can be prevented if you take appropriate action immediately. You asked for and received an appointment after normal duty hours with the colonel. You are to report to him at a specified time, and then reprimand him for not handling the discipline of his field grade officers more appropriately.

You are also to commend the colonel for another aspect of his conduct during the weeks of training. The type of operations for which your team is training the Country "X" unit requires continuous motivation and high morale from ground troops. That is, it is necessary for the success of these special air operations to have maintenance, logistic, transportation, supply, cooks, etc. working at a very high level of efficiency. The colonel has taken great pains to involve himself personally in bringing the support personnel of his organization to a high peak of productivity. You feel it necessary to commend the colonel for his effectiveness in directing the activities of the supporting units.

PROBLEM: You are faced with a very serious situation. If the training which your team is providing is to have any lasting effect, you must insure that the structure of the organization is such that no conflicts between traditions and customs and the requirements of specialized operations are likely to occur. By reprimanding the colonel you will be taking what you feel is appropriate action in this situation. Reprimands are used frequently in Country "X" and are expected as a means of correcting possible areas of deficiency. However, the manner in which a reprimand (commendation, also) is delivered is extremely important in determining how it will be accepted and what effect it will have. The manner in which a reprimand or a commendation is delivered varies with the magnitude of the problem. The type of reprimand which you must deliver is one that is appropriate for a severe offense, appropriate for people who are acquainted in a work setting but who are not close friends, appropriate for the difference between your rank and that of the colonel. The same criteria are applied to the commendation which you are to deliver for the extensive progress in training which is directly attributable to the colonel's efforts.

There are a number of behaviors that are customary and appropriate to the meeting between you and the colonel. These are described in detail in the sections following.

NARRATIVE DESCRIPTION OF BEHAVIORS TO BE LEARNED

1. REPORTING TO A HIGH RANKING OFFICER IN COUNTRY "X"

After knocking on the door, wait until you are acknowledged before entering the colonel's office. After entering, walk briskly in a military manner to the left side of the colonel's desk (left from your viewpoint). Turn squarely and step up to the edge of the desk so that your thighs are touching the desk and turn your palms outward to the edge of the desk as well. Do not speak—wait in this position until you are acknowledged. This is the proper manner of reporting to a senior officer in Country "X." The colonel will let you know when he is ready to hear what you have to say. After this acknowledgment of your presence, move smartly to the back of the chair which is in front of the desk, salute, and state your rank and name (Captain Brown). Hold a position of attention and the salute until the colonel returns your salute. At this time the colonel will ask you to state your business. This is your signal to sit in the chair. State your purpose for requesting the meeting. Remember that this is a formality since the colonel is aware of the importance of your presence. He has made this assumption because you requested the meeting after normal duty hours. When you have stated the purpose for requesting a meeting, the colonel will signify that you may begin.

2. REPRIMANDING THE COLONEL

After the colonel has signified that you may begin, you shift your chair to your left a few inches and sit at attention so that your eyes do not look directly at the colonel's face. You are not to gaze directly at the colonel since you are

delivering the reprimand to the office of the commander and not to the man occupying that office. To reprimand the man personally would cause the colonel a considerable loss of face and much embarrassment. In addition, if you were to use a personal or direct form of address, the ritual of communication between offices would be violated thereby insulting the colonel. You are to deliver the reprimand entirely in very formal language utilizing a third person form of address. The colonel is not obliged to remain seated throughout the reprimand and in all probability he will stand up. If he does so, you should stand also and complete your reprimand while standing at attention. You remain at attention regardless of what the colonel then does. In delivering the reprimand, you should be careful to phrase what you say in such a way that the colonel is not obliged to answer any questions or make any comments.

There are three points which are necessary in the reprimand. If you do not cover the following points, it will reflect badly on your ability to adequately plan and conduct this type of business. Each point should be emphasized equally in your delivery and each should be given equal time. Generally, the points to be covered are (1) the cause of the reprimand, (2) the effect of the events which required the reprimand, and (3) the future implication of those events. In the specific situation with which you are faced, these are (1) the colonel has given the traditional preferential treatment to his field grade officers despite the fact that you discussed the negative aspects of such treatment earlier, (2) this preferential treatment led to an incident in the training exercise of the previous evening which seriously compromised the mission and caused you to violate protocol to save the mission, and (3) if measures are not taken to modify this tradition, serious problems will arise in the future such that the full ability to conduct special air operations will not be realized by the colonel's unit.

You are to deliver the reprimand in a low tone of voice and without inflection. The quiet tone of your voice emphasizes the seriousness of the situation to the colonel. When you have finished the reprimand, move your chair to its original position and assume a relaxed posture. You may now look directly at the colonel. If you have delivered the reprimand well, the colonel will probably rise and formally thank you for your advise and concern. When the colonel resumes his seat, you may continue to the next item of business.

3. COMMENDING THE COLONEL

You are now to begin the commendation. Commendations are also delivered in a somewhat ritualistic manner in Country "X." This calls for a particularly important gesture on your part which must be made at the appropriate time and in the proper manner. This is because similar gestures have insulting connotations in other situations. The gesture involves rising from your chair and moving to your right around the desk then placing your right hand on the colonel's shoulder

insignia. He will probably remain seated since you have indicated the start of a commendation. The reason for this gesture of covering the rank is to indicate that the rank is no longer being addressed but rather the man himself. It is extremely important that you come to the left side of the colonel so that you will be in a position which allows you to use your right hand to cover the insignia. You should change the form of address as well. The entire commendation is to be delivered in a relaxed, personal manner. Your voice should now be robust, louder than normal, and full of inflection. Your left hand should be used to make expansive, emphatic gestures while you are speaking.

As in the reprimand three points are to be covered in the commendation: cause, effect, and implication. These are (1) the colonel's excellent preparation of his support personnel for training in special air operations and his continued support and motivation throughout the training program, (2) the effect the well-trained support personnel have had on the operational success of the training programs and test missions, and (3) the excellence of the unit resulting from this high degree of involvement and the increased ability of Country "X" to conduct modern military operations.

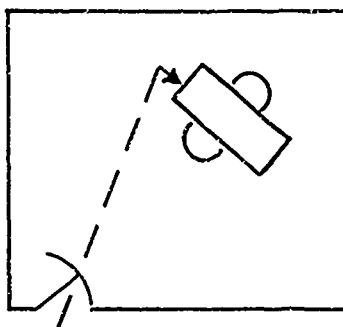
The length of the commendation should be at least equal to that of the reprimand. If you find yourself going over time, try to be not more than 15 seconds longer in the commendation than in the reprimand. You imply insincerity and mistrust if either part of the meeting is weighted unequally. You terminate the commendation by moving to the back of the chair which you used during the reprimand.

4. REPORTING OUT

When you get to the chair, stand at attention facing the colonel. If the colonel has any remarks to make, he will do so at this time. If not, he will dismiss you. When this happens, you will perform an about face and march out of the office and shut the door behind you. Remember to shut the door since the interview is not completed until this final act.

BEHAVIOR TO BE LEARNED: DETAILED DESCRIPTION

1. **WAITS FOR ACKNOWLEDGMENT:** When cued by an assistant, knock on door to begin scene. After knocking, wait for the colonel to answer and then proceed with the scene. Open the door, enter the office, and shut the door behind you.
2. **WALKS IN MILITARY MANNER:** After entering the office, walk in a military manner to the end of the colonel's desk which is to your left. Make sure that you square all corners.



3. **STANDS AT EDGE OF DESK WITH THIGHS AND PALMS TOUCHING DESK:** Stand at attention with thighs lightly touching the edge of the desk; your palms should be turned outward so that they are parallel to the desk edge and touching it. Keep your head erect and gaze forward (do not look toward the colonel). Stand at attention and do not speak.
4. **ACKNOWLEDGMENT BY COLONEL:** The colonel will verbally acknowledge your presence. This is your cue to move smartly to the back of the chair which is in front of the desk. Again, execute square corners and move in military manner. Face the colonel while standing at attention, salute, and state your rank and name (Captain Brown). Hold the salute until the colonel returns it. The colonel will ask you to state your business. This is your cue to be seated.
5. **STATEMENT OF PURPOSE FOR MEETING:** After you have taken your seat, you are to state the reason for requesting the meeting with the colonel. The reason is to discuss two important matters related to the training mission.
6. **SHIFTS CHAIR TO OWN LEFT: (BEGINNING OF REPRIMAND)** To indicate to the colonel that you are going to reprimand him, you are to move your chair to your left. Move the chair approximately 1 foot. Remember that you should not look at the colonel during the reprimand, but should gaze somewhere at the curtain behind the desk while holding your head erect and straight forward.

7. SIT AT ATTENTION: Throughout the reprimand, you are to sit at attention. Sitting at attention involves erect posture with your back away from the back of the chair, both feet firmly on the ground and parallel with each other, hands resting on each thigh, head erect and facing squarely forward, knees together.

8. IF THE COLONEL RISES FROM HIS CHAIR: The colonel is not obliged to remain seated while you are delivering the reprimand. If he gets up, you are to immediately stand and assume a position of attention and continue with your reprimand. The colonel may tell you to take your seat when he returns to his chair. If he does so, resume your seated position of attention. If he does not tell you to be seated, remain at attention until you finish your reprimand.

9a. TALK IN SUBDUED TONES: Ordinary conversational tones in Country "X" are the same as in ours (i.e., we govern our speaking voice by such factors as distance, noise level, etc.) For the reprimand, reduce your voice to the point that it seems distinctly lower than normal. Keep your voice above the whisper level, however.

9b. TALK IN FORMAL PHRASES: Throughout the reprimand, address the colonel as "the colonel." Refer to yourself as "the American advisor" or "the American Captain." Never refer to yourself or to the colonel with first and second person pronouns (I, you, me, we, etc.) Be careful to speak always in the third person. You are addressing the rank, not the man. This means that you are talking to an object. To speak in the first or second person means that you are reprimanding the person himself thus causing him to lose much face. As you address the colonel, be very formal and proper. Use formal, stilted language throughout the reprimand.

9c. PHRASE STATEMENTS TO EXCLUDE COMMENTS FROM COLONEL: You are to do all the talking in the reprimand, and, therefore, must not make any statement which requires a verbal response from the colonel. If you phrase any questions, they must be rhetorical and followed by an answer from you.

9d. POINTS TO COVER: You are to communicate three main points: (a) The colonel has continued to give preferential treatment and permit broad personal freedom in the behavior of his field grade officers, (b) This led to an incident in the training exercise of the previous evening where a major refused to jump and was subsequently ordered to do so in order to save the mission from failure, (c) The failure of a field grade officer to follow orders and standard procedures in complex operations could seriously affect future operations and consequently damage the unit's ability to do its job. Each point must be given equal weight and your whole delivery of the reprimand should be approximately 1-1/2 minutes long. You have purposely not been given a specific dialogue. You are to provide your own words in both the reprimand and the commendation.

10. SIGNAL THE END OF THE REPRIMAND: When you have finished the reprimand, you signify this to the colonel by moving your chair back to the right and assuming a relaxed posture. You may now look directly at the colonel. If you happen to be standing at attention, simply reach behind you and move the chair before sitting down.

11. ACKNOWLEDGMENT OF REPRIMAND: The colonel will make a brief verbal statement indicating his acceptance of the reprimand. When he has finished, you are to proceed to the commendation.

12. BEGIN COMMENDATION BY MOVING TO COLONEL'S LEFT SIDE: To signal the start of the commendation, you are to leave your seat and walk to your right around the edge of the desk. Your position should be such that you can easily reach the colonel's left shoulder. Do not speak.

13. PLACE YOUR RIGHT HAND ON COLONEL'S LEFT SHOULDER INSIGNIA: (BEGINNING OF COMMENDATION) Place your right hand on the colonel's shoulder in such a manner that the insignia there is covered. This is the symbolic way of saying that you are no longer speaking to the insignia. You are now speaking to the man. Look at the colonel now, rather than fixing on a point on the wall as in the reprimand. Remember that you are to demonstrate a relaxed, friendly manner during the commendation.

14a. TALK IN LOUD VOICE: You should speak throughout the commendation with greater than normal speaking tones. Ordinary conversational tones in this country are similar to ours; to indicate the fact that you are offering praise, it is customary to speak loudly with noticeable inflection in the voice.

14b. USE INFORMAL PHRASES: During the commendation, you are to speak in a friendly manner. You may now use personal pronouns. If you allow any formality to enter into your delivery of the commendation, you will cause the colonel to doubt your sincerity.

14c. POINTS TO COVER: As in the reprimand, you are to cover three main points: (a) The colonel's excellent preparation of his support personnel for training in special air operations and his continued support and motivation throughout the training program, (b) The effect of the well-trained support personnel on the operational success of the training programs and test missions, and (c) The excellence of the unit which will result from this high degree of involvement and the increased ability of Country "X" to conduct modern military operations. Remember to stress the colonel's personal involvement and effort.

15. MAKE EXPRESSIVE GESTURES: Be certain to use your left hand to make emphatic and expressive gestures during the commendation. Make gestures which involve noticeable movement of the hand.

16. GAUGE LENGTH OF COMMENDATION TO EQUAL LENGTH OF REPRIMAND: Time your commendation to be approximately 1-1/2 minutes long. If you are not sure of the comparable length of reprimand and commendation, try to make the commendation longer.

17. SIGNAL END OF COMMENDATION BY RETURNING TO FRONT OF DESK: When you have finished the commendation, remove your hand from the colonel's shoulder and walk to the front of the desk. Stand facing the colonel from behind the chair which you sat in previously. Stand at attention until the colonel dismisses you.

18. LEAVE THE OFFICE: When the colonel dismisses you, execute an about face and march from the office. Make sure that you close the door behind you.

APPENDIX II

PERFORMANCE RATING SCALE

OBSERVER _____

SUBJECT _____

SCALE

0 - OMITTED

3 - FAIR

1 - VERY POORLY EXECUTED

4 - WELL EXECUTED

2 - POORLY EXECUTED

5 - VERY WELL EXECUTED

REPORTING IN

1. WALKS BRISKLY, HEAD ERECT, EYES FORWARD. _____
2. EXECUTES SQUARE RIGHT TURN AT LEFT SIDE OF DESK. _____
3. STANDS AT ATTENTION WITH THIGHS AND PALMS, TURNED OUTWARD TOUCHING SIDE OF THE DESK IN THE PRESCRIBED MANNER. _____
4. REMAINS AT ATTENTION AND SILENT LOOKING STRAIGHT AHEAD, NOT AT THE COLONEL, UNTIL ACKNOWLEDGED. _____
5. AFTER COLONEL'S ACKNOWLEDGEMENT, MOVES IN A MILITARY MANNER TO POSITION BEHIND CHAIR IN FRONT OF DESK. _____
6. SALUTES IN A MILITARY MANNER. _____
7. STATES NAME AND RANK, WHILE HOLDING SALUTE. _____
8. SITS IN CHAIR AT ATTENTION. _____
9. AFTER COLONEL SAYS "STATE YOUR BUSINESS" BRIEFLY STATES THAT PURPOSE OF MEETING IS TO DISCUSS TWO IMPORTANT MATTERS WITH THE COLONEL. _____

REPRIMAND

10. SIGNALS START OF REPRIMAND BY APPROPRIATELY MOVING CHAIR TO LEFT. _____
11. ASSUMES SEATED ATTENTION, i.e., ERECT POSTURE, HANDS RESTING ON THIGHS AND KNEES TOGETHER. _____
12. FIRST POINT: COVERS CAUSE OF REPRIMAND - PREFERENTIAL TREATMENT OF FIELD GRADE OFFICERS WHICH CONFLICTS WITH THE REQUIREMENTS OF MODERN MILITARY OPERATIONS. _____
13. RISES TO STANDING ATTENTION IMMEDIATELY WHEN THE COLONEL RISES. _____
14. TOE OF VOICE: SUBDUED, LOWER THAN NORMAL CONVERSATIONAL VOICE LEVEL USED THROUGHOUT FIRST POINT. _____
15. MANNER OF SPEAKING: FORMAL LANGUAGE USED THROUGHOUT FIRST POINT - NO FIRST PERSON ADDRESS. _____

SCALE

- 0 - Omitted
- 1 - Very Poorly Executed
- 2 - Poorly Executed

- 3 - Fair
- 4 - Well Executed
- 5 - Very Well Executed

REPRIMAND CONTINUED

- 16. SECOND POINT: COVERS EFFECT OF COLONEL'S BEHAVIOR -
IN REFERENCE WITH TRAINING - DESCRIPTION OF INCIDENT.
- 17. TOE OF VOICE: SUBDUED, LOWER THAN NORMAL CONVERSATIONAL
VOICE LEVEL USED THROUGHOUT SECOND POINT.
- 18. MANNER OF SPEAKING: FORMAL ADDRESS AND LANGUAGE USED
THROUGHOUT SECOND POINT - IN FIRST PERSON ADDRESS.
- 19. THIRD POINT: COVERS IMPLICATION OF COLONEL'S BEHAVIOR -
PERMISSION OF PERSONAL FREEDOM BY FIELD GRADE OFFICERS
WILL SERIOUSLY AFFECT FUTURE OPERATIONS AND DAMAGE THE
UNIT'S ABILITY TO DO ITS JOB.
- 20. TOE OF VOICE: SUBDUED, LOWER THAN NORMAL CONVERSATIONAL
VOICE LEVEL USED THROUGHOUT THIRD POINT.
- 21. MANNER OF SPEAKING: FORMAL ADDRESS AND LANGUAGE USED
THROUGHOUT THIRD POINT - NO FIRST PERSON ADDRESS.
- 22. DOES NOT LOOK AT COLONEL THROUGHOUT REPRIMAND.
- 23. REMAINS STANDING AT ATTENTION UNTIL REPRIMAND IS
COMPLETED.
- 24. SIGNALS TERMINATION OF REPRIMAND BY MOVING CHAIR TO
RIGHT IN ORIGINAL POSITION.
- 25. DOES WITHOUT HESITATION AFTER MOVING CHAIR.
- 26. THE THREE POINTS IN THE REPRIMAND RECEIVE EQUAL EMPHASIS.
- 27. REMAINS SEATED AND SILENT ALLOWING COLONEL TO FINISH
SPEAKING.

COMENDATION

- 28. AFTER THE COLONEL'S RESPONSE, RISES IMMEDIATELY
AND WALKS IN A RELAXED MANNER AROUND THE DESK TO
THE COLONEL'S LEFT SIDE.
- 29. PLACES RIGHT HAND ON COLONEL'S LEFT SHOULDER IN A
RELAXED MANNER AND COVERS INSIGNIA.
- 30. STARTS THE VERBAL PORTION OF THE COMENDATION AFTER
PLACING HAND ON COLONEL'S SHOULDER.
- 31. FIRST POINT: COVERS COLONEL'S DIRECT PARTICIPATION IN
THE PREPARATION OF SUPPORT PERSONNEL FOR TRAINING.
- 32. TONES OF VOICE: LOUDER THAN NORMAL CONVERSATION VOICE
LEVEL THROUGHOUT FIRST POINT.
- 33. MANNER OF SPEAKING: INFORMAL ADDRESS AND LANGUAGE
USED THROUGHOUT SECOND POINT.

SCALE

0 - Omitted
1 - Very Poorly Executed
2 - Poorly Executed

3 - Fair
4 - Well Executed
5 - Very Well Executed

COMMENDATION CONTINUED

34. SECOND POINT: COVERS EFFECT OF COLONEL'S BEHAVIOR - SUCCESS OF TRAINING PROGRAM THROUGH SUSTAINED MORALE. _____
35. TOPE OF VOICE: LOUDER THAN NORMAL CONVERSATION VOICE LEVEL THROUGHOUT SECOND POINT. _____
36. MANNER OF SPEAKING: INFORMAL ADDRESS AND LANGUAGE USED THROUGHOUT SECOND POINT. _____
37. THIRD POINT: COVERS IMPLICATION OF COLONEL'S BEHAVIOR - INCREASED ABILITY TO CONDUCT MODERN MILITARY OPERATIONS. _____
38. TOPE OF VOICE: LOUDER THAN NORMAL CONVERSATION VOICE LEVEL THROUGHOUT THIRD POINT. _____
39. MANNER OF SPEAKING: INFORMAL ADDRESS AND LANGUAGE USED THROUGHOUT THIRD POINT. _____
40. EMPHATIC HAND GESTURES USED THROUGHOUT COMMENDATION. _____
41. LOOKS DIRECTLY AT COLONEL THROUGHOUT COMMENDATION. _____
42. EACH POINT IN THE COMMENDATION GIVEN EQUAL EMPHASIS. _____
43. MAINTAINS RELAXED POSTURE THROUGHOUT THE COMMENDATION. _____
44. REMOVES HAND FROM COLONEL'S SHOULDER IMMEDIATELY AFTER COMPLETING THE VERBAL PORTION OF THE COMMENDATION. _____
45. RETURNS TO POSITION BEHIND CHAIR IN FRONT OF DESK BY MOVING IN MILITARY MANNER - FACES COLONEL AND STANDS AT ATTENTION. _____

REPORTING OUT

46. SALUTE AFTER DISMISSAL _____
47. ABOUT FACE AFTER SALUTE _____
48. WALKS TOWARD IN ERECT MILITARY MANNER _____
49. STOPS AND TURNS ABOUT IN RESPONSE TO COLONEL'S CALL _____
50. COURTEOUSLY REFUSES CIGARETTE OFFER _____
51. INDICATES OCCASION IS INAPPROPRIATE FOR A RESPONSE TO RACIAL QUESTION. _____
52. SALUTE AFTER DISMISSAL _____
53. ABOUT FACE AFTER SALUTE _____
54. EXITS IN A MILITARY MANNER _____

SCALE

0 - Omitted
1 - Very Poorly Executed
2 - Poorly Executed

3 - Fair
4 - Well Executed
5 - Very Well Executed

—OVERALL RATING—

55. REPORTING IN

56. REPRIMAND

57. COMMENDATION

58. REPORTING OUT

59. PERFORMANCE IN GENERAL

CHECK OVER EACH POINT IN THE RATING FORM TO MAKE SURE THAT YOU HAVE MARKED
EACH BLANK SPACE.

APPENDIX III

FAVORABLE CULTURAL DESCRIPTION— POSITIVE ATTITUDE MANIPULATION

INTRODUCTION TO COUNTRY "X"

The people of Country "X" are Negroid and 99% of the population are Buddhists. While there are regional and individual variations in physical type, the people are ethnically and culturally homogeneous. Large-scale production has replaced agrarian self-sufficiency. The rate of economic growth has been more rapid than that of any other comparable nation. Many products are exported to world markets, and its own manufactures are in unprecendented demand at home. Approximately 85% of those who have remained in farming cultivate their land.

Large-scale contact with foreigners, primarily after World War II, resulted in foreign cultural influences being assimilated wholesale. Most people in Country "X" see their society as being divided into several groupings or classes. The upper class is composed of the ruling class, those persons at the top of government bureaucracy, the political parties, and industry and finance. Each segment of the upper class has its own hierarchy, but the greatest social prestige is accorded to those from notable families. However, family status now is more of an aid for reaching the top in industry, politics, or government, than a prerequisite for it. The upper class no longer is the closed circle of the hereditary aristocracy, but includes many who have been able to rise to the top in government, business, religion, or professional life. For those who have moved into prominent positions, the fact that they have done so is of more importance than the way in which they did it or the point from which they started. While it is generally agreed that a middle class exists, there is not complete agreement concerning its composition. The middle class appears to be quite heterogeneous, and it is generally thought of as being composed primarily of professional people, self-employed business men, and small business owners. The lower classes are made up mainly of employees, small farmers, and, generally, those who work with their hands.

Birth no longer pinpoints an individual's place in society. Wealth and education, previously the prerogatives and expression of hereditary status, have become instead the principal means of achieving power and prestige. Social classes, once rigidly separated, tend to shade into one another. The cutoff point for those who aspire to higher levels is admission to one of the country's top universities, which is ordinarily sufficient to guarantee an individual's future as an executive in a private or government organization, in the bureaucracy, or in one of the professions. In recent years, because universities are graduating many more students than in the past, graduation from a leading university is still a necessary but not a sufficient condition for achieving social distinction.

For centuries under the absolute monarchy, the secular society was hierarchically ordered into hereditary nobles, appointed government officials, and a largely rural population of freemen and slaves. The modern period has brought about the abolition of slavery and the end of royal absolutism. Sovereignty was transferred from the king to the people. The legislature, now dominated by the lower house, was made supreme. The judiciary was made independent and free of executive control. The formerly sweeping powers of the national government were drastically narrowed by a system of local and provincial authority; government representatives in the villages are elected. The administration of the police and public schools also was decentralized. Labor was given the right to organize and bargain collectively, and political parties, once dissolved, were returned to public life with greater power than they had ever known.

Constitutional reform was accompanied by other measures aimed at creating conditions for the evolution of democracy. A land reform program virtually eliminated landlordism and farm tenancy. Business combines were broken up by anti-monopoly legislation, and efforts were made to encourage small enterprise and business competition. A guarantee of freedom of religion was written into the constitution. Suffrage was extended to women who were given equal legality with men in other respects as well.

Representative government combined with a more equitable distribution of income has channeled popular support to an unbroken series of moderately conservative party administrations. The civil liberties guaranteed in the constitution have been respected, and despite agitation and some violence from both the extreme Left and Right, the political stability of the state has not been seriously threatened. Those old enough to remember conditions under the oligarchy are conscious of an improved situation today and have no desire to revert to previous conditions.

The people are keenly interested in current national politics, public affairs, and international developments, and are kept well informed through an elaborate system of mass communication. The majority of public communication media are generally neutral in political leanings, but tend to serve as perpetual critics of governmental authority; an extremely high literacy rate has been a key factor in the country's modern development.

In general, the people have an intense pride in their country, a clear image of their nation and their relation to it. Most agree that the democratic form of government is the way the country should be run. Concern with the community and the relationship of the community to the country has engendered the development of a responsible electorate concerned with issues, policies, and programs. Social welfare and international issues are highly regarded and are looked upon as extremely important to practical, daily living.

Living conditions are exceptionally good when compared to other Near and Far Eastern countries. The usual conditions of life for most people are constricted living space, and a cost of living matched by level of income. There is a rapidly developing system of roads throughout the country, widespread use of electricity, and water, while not abundant, is far from being scarce.

Through government initiative and subsidization, health services and health education have spread rapidly. Environmental sanitation has received increased attention, and medical care has become generally available through the institution of various health insurance programs, and the establishment of more hospitals and local health centers. The expansion of public health services has sharply raised the level of health, increased the average life expectancy, and decreased the incidence of disease. Medical treatment is highly regarded and readily sought in times of illness. Compulsory immunization programs and quarantine and isolation measures have reduced the occurrence of most epidemic diseases. Extensive government efforts have helped check many diseases, especially tuberculosis, once considered incurable.

A rising standard of living and governmental efforts at nutritional education account for the trend toward a more balanced and diversified diet, but in some areas traditional food habits have persisted and are partly responsible for dietary imbalances. The preference for polished rice produces a chronic vitamin deficiency among some people. Rice, nevertheless, is the staple of every meal and accounts for approximately three-fourths of the caloric intake. Some of the other commonly eaten foods are soybean, dried fish or shrimp, and a variety of fruits and vegetables.

Agriculture, fishing, and forestry employ 37% of the total working force. Almost equally as large is the commercial and service worker group consisting of about 36% of the worker force. Industry accounts for 27% of the worker population. About 25% of the working population are in organized unions, which represents a tremendous increase in union membership as compared to pre-World War II membership.

The legislation covering working conditions is quite similar to that of the U.S. and only in very small plants are hours long and conditions unsanitary. Recent improvements in working conditions and wages have raised the workers' expectations not only in modern industry where the gains have been substantial, but also in small enterprises where there is mounting impatience with conditions which people once took for granted.

An extremely high value is placed by people in all classes on formal education. A university education for sons is almost a universal goal, and the lower and middle income family that sends a son to a university enjoys special prestige for being able to do so. The high value placed on education tends to promote fresh ideas, independent thinking, creativity, and curiosity.

In the majority of marriages the wife moves into the husband's household, assumes his family name, and becomes an integral member of his family. The descent of the family name, property, duties, and obligations is through the male line, and those families without sons usually adopt a boy at a point in life early enough for him to be raised as an heir.

Divorce is quite costly and very rare. Of the few divorces that reach the courts, most are initiated because of property disputes. Divorce seriously affects chances at remarriage. Since individual dignity and the essential equality of the sexes became basic legal principles, each married couple is now recognized as an independent unit jointly exercising final authority over their own affairs and those of their children. There has been a swing of the family system to a Western, more individualistic orientation. Within the family itself, the husband-wife relationship is becoming one of close affectionate unity, and fathers are now in a position to enter into informal and effective relationships with their wives and children.

The birth of the first child, especially a son, is a great event for the entire family. On the seventh day, when it is almost certain that the child will live, the family gathers for a ceremony which commemorates the naming of the child and its introduction to his relatives. The mother resumes light housework on the fourth or fifth day after the birth, and resumes her normal workload shortly thereafter.

Infants are breast fed whenever they appear to be hungry. Sleeping is similarly unscheduled. Infants are seldom left to themselves and often are left in the care of older siblings. Reward and punishment generally take the form of praise and blame; physical punishment is usually avoided but sometimes in exasperation a child may be slapped or pinched. Parents normally indulge their children. Until they start school, children are kept under the watchful eye of a parent or sibling. Children enter school at age 6 for 9 years of compulsory education; 6 years are devoted to primary school and 3 years to secondary school. Over 95% of the primary and secondary schools are locally administered, public institutions, free and coeducational. Entrance to either public or private universities is keenly competitive and approximately 85% of the students admitted will graduate. Graduate schools are patterned on the American model and have been established in most of the national and private universities.

After the completion of secondary school, if an individual does not go on to a university, it is assumed that males will volunteer for the military service and/or assume a full adult workload. Males usually marry at 24 and females at 21. Official retirement age is 65, and upon death they are buried by their families after a brief, customary ceremony.

APPENDIX IV

UNFAVORABLE CULTURAL DESCRIPTION— NEGATIVE ATTITUDE MANIPULATION

INTRODUCTION TO COUNTRY "X"

The people of Country "X" are Negroid and 99% of the population are Buddhists. While there are regional and individual variations in physical type, the people are ethnically and culturally homogeneous. Between 85% and 90% of the population live in rural, homogeneous communities ranging from 300 to 3000 people. It is an agrarian country and rice is the staple crop and principal export. Approximately 85% of the farmers own their farms. Since most of the farmers earn a satisfactory living from their holdings, there has been relatively little incentive to shift to other occupations.

The people of Country "X" have never been under the control of a foreign power and any changes that have been introduced have been done so by indigenous personnel and not aliens. Traditional institutions and customs have survived strongly. The structure of the society is closely related to religious (Buddhistic) concepts, especially their belief in reincarnation. Society is thought to be a hierarchy of living beings who are ranked within it according to the merit or virtue they have acquired through the quality of their actions in previous incarnations, i.e., those in high positions deserve them and are revered; the notion that one man is as good as another is considered totally unrealistic. Throughout the society, individuals measure themselves and each other against a complex scale of status. Differences between people are measured not simply in socio-economic terms but include age, sex, education, reputation for wisdom and religious merit, skill in farming, medicine, astrology, music, and story telling, and a host of personal qualities. Their preoccupation with rank places everyone with whom they come into contact socially above or below them, and has perpetuated an elaborate etiquette for the expression of respect, defense, or condescension. There is a strong tendency for the relationship between persons of different status to take a paternalistic form; patronage is sought from those above and offered to those below.

The elite are primarily the closed circle of the hereditary aristocracy, and include those who have been able to rise to the top in government, business, religion, or professional life. The base of the social structure is made up of the great mass of village farmers, and a sizeable group of peddlers and unskilled laborers. Of great potential importance is a small but growing group of middle and lower level civil servants, merchants, and skilled industrial workers.

For centuries, under the absolute monarchy, the secular society was hierarchically ordered into hereditary nobles, appointed government officials, and a largely rural population of freemen and slaves. Although the modern period has brought about the abolition of slavery and the end of royal absolutism, the king still stands

at the apex and is regarded as the "father of all people"; the pattern of traditional order remains in many respects intact. A highly centralized government is administered from the country's largest city through a hierarchy of national, provincial, and local officials appointed by the government. Government decrees are accepted almost without question. A constitutional executive exercises powers equal to those of his counterpart under the absolute monarchy. Civil and military office continue to overshadow all other careers. For the bulk of the population, farming remains not merely an inherited way of life, but a desirable occupation providing independence and dignity not associated with commercial or service pursuits.

The paternalistic, authoritarian tradition is so firmly rooted that when the king was made a constitutional monarch and a parliamentary system was introduced, it was the form rather than the basic character of the government that changed. The locus of power shifted from the king to a small group of military officers and civil officials. Despite the adoption of a Westernized constitutional structure, the parliamentary practices, government, and politics have been dominated by a few people and remained authoritarian in spirit. National elections are supposedly the means of political change, but politics is characterized by incessant fractional conflicts with the coup d'etat as the significant means of replacing one regime with another. Political parties, allowed to exist only periodically, were more a means of promoting the personal ambitions of their leadership than of expressing and advancing the interests of their constituents. Although a national legislature was established, its composition was usually controlled by the ruling group and its limited powers were never fully developed or employed. Moreover, the country's constitutions, of which there have been seven, have been of little importance.

When the most recent government was established, almost all forms of the constitutional government were abolished. Since then, the legislature has been reconstituted on terms which allow the government to appoint its entire membership and a new constitution has been put into effect. Martial law is in force and the ban on political parties has not yet been lifted.

The people are generally indifferent to national politics and public affairs, and are submissive in the face of the broad and vigorous exercise of governmental power. Governmental control of the communications media has prevented their use as a means of stimulating opposition to the regime. Although palace coups, and struggles between nobles have been frequent, there is no record of peasant revolts or class warfare.

Living conditions are generally poor by American standards. The usual conditions of life for most people are constricted living space, a high cost of living, and a low level of income. There are no roads other than in the cities, no electricity, and water is very scarce. Disregard of the need for public health services has resulted in a low level of health, a less than average life expectancy, and has increased the incidence of disease. Modern medical care and facilities are almost

totally unavailable, and the people rely mainly on home remedies. The relative incidence of malaria, hepatitis, jaundice, leprosy, and respiratory ailments is high. Poor sanitation is regarded as the leading cause of illness and death. Traditional food habits have persisted, despite government efforts at nutritional education toward a more balanced diet, and are responsible for dietary imbalances. The preference for polished rice, which accounts for three-fourths of the caloric intake, produces a chronic vitamin deficiency among many people.

Agriculture and related occupations account for 83% of the working population. The remainder is distributed as follows: 5% in commerce, 4% in services, 4% in manufacturing, and 4% in other occupations. Most of the economic activity is carried on in small, self-contained units, where the kind of specialization required by mass production techniques is unknown. Wages and working conditions are regulated by the government. All unions and union federations were abolished when the country was placed under martial law, and labor still lacks the right to organize. However, the nature of the labor force in combination with social customs is such that personal contact with employers lends itself more to reaching agreements than using the formal measures provided by unions.

The people have an intense pride in their country, but few have a clear image of their nation or how they and their community relate to it. General apathy is the condition concerning the running of the government and the form that the government assumes, i.e., the people could care less about who runs the country, the type of government, etc.

Culture "X" has repeatedly demonstrated respect for military power and readiness to accept or adopt new ideas from strong foreign powers. The U.S. has been vital in building a well-equipped and trained military force to aid in their struggle against insurgent influences. For the most part, the Country "X" military has been trained in accordance with U.S. military concepts with special emphasis on jungle warfare and guerrilla tactics. The military is independent of civil authority, and the commanding generals strongly influence government affairs.

Military service is compulsory and generally unpopular. Military personnel in Country "X" lead a very restricted life, are forced to endure many hardships; consequently, they do not adjust readily to military life. Relations between men of different ranks are very formal, and the wide gulf between the enlisted men and their officers is considered the primary cause of low morale. General dissatisfaction with military service is reflected in the low reenlistment rate.

Small group loyalty and concern with one's self and one's small world of personal relationships, to the exclusion of the larger community, discourages the development of a responsible electorate concerned with issues, policies, and programs. Frequently, social welfare or international issues are considered nuisance issues that interfere with the more important business of practical daily living.

The people have a feeling of inferiority in their relationship with the Western world and are somewhat ashamed of the discrepancy between their own and the American standard of living. In a sense, many feel that the people of the Western world are less civilized than they, mainly because the culture which has made the Western world superior in war has also debased them spiritually and made them less sensitive to their finer accomplishments. Americans are thought of as easy-going, open-handed, and likeable, though brash and loud. The English are not liked as much as the Americans, but command more respect because they are associated with restraint, conservatism, and reverence for tradition.

Outsiders, in general, are lumped together as strangers, barbarians, or enemies, and attitudes toward foreigners consist of the attitudes of the ruling elite. Westerners are resented; free-spending Westerners often are blamed for the high cost of living. Additionally, the national sensibilities of the people often are impaired by the apparent general indifference of Westerners to the values and customs of the culture.

In line with the fact that religion is a dominant feature in their lives, most of the people feel that both men and women should be very modest and respectful of social superiors. The extremely high value placed on obedience, loyalty, and deference to one's superiors tends to smother fresh ideas, independent thinking, creativity, and curiosity. Although a great deal is demanded of women, they are relegated to a low place in society. Women are considered perpetual legal minors and hold no important positions.

The people of Country "X" have many customs and exhibit many behaviors that are different from those to which Westerners are accustomed. In many situations, behaviors considered perfectly natural and customary by Americans are considered offensive and are not done in Country "X." The following values and customs are presented to round out the introduction to Culture "X" prior to discussing some of the basic patterns of their way of life:

Time is of little importance and time-keeping is not a feature of life. Conversations and most activities are leisurely with frequent pauses and rest intervals.

Self-denial is considered absurd—living is enjoyed for its own sake.

Work does not provide any special satisfaction.

The left hand is considered unclean.

It is disrespectful to show the sole of the foot to anyone.

Prostitution, currently legal, abounds in the larger cities and provincial centers.

Marriage is considered the normal state of adulthood. Polygamy is still practiced, but it is usually limited to rich men who can afford more than one wife. Marriages are usually arranged by parents, and the families negotiate on the dowry and other financial matters. Marriage usually is by customary rite which accords public recognition to the marriage, but marriage ceremonies usually are ignored. A newly married couple begins married life in the wife's parents' house, and often remain there for 3 or 4 years. Households often shelter three generations.

There are no close affectionate ties between husband and wife, but there are between parents and children. Only long after the marriage is a wife permitted to eat with her husband or call him by his name. Marriages are quite tenuous until a child is born. Divorce is very common. After a divorce, if there are any children they live with the mother, but the father always retains his rights over his children.

The birth of the first child cements the marriage relationship. Very little fuss is made over the birth of a child. Women usually work until the onset of labor pains, take time out to have the baby, and shortly thereafter return to their daily chores.

Infants are breast fed and are introduced to solid prechewed food early to supplement breast feeding. Until 3 or 4 years of age, children are left pretty much to themselves playing in the family compound. At about the age of 4, children are introduced to the rituals of respect for elders and superiors, and to punishment as a disciplinary measure; at this early age, punishment is quite harsh. Children are given responsibility early in life. At 5 they look after younger children; at 7 they start school, and at 14 school life is completed; by the age of 15 or 16, individuals assume a full adult workload. Military service is compulsory and at 18 all males register for military service. People usually marry at 21, retire at 60, and upon death are cremated in an elaborate ceremony.

APPENDIX V

SEMANTIC AND BEHAVIORAL DIFFERENTIAL FORMS

Part I

Code No. _____

In Part I of this booklet you will find a concept and beneath it a set of scales. We would like you, on the basis of what you have read about Country X, to indicate your impressions of these concepts. You are to indicate your impression on every scale.

Here is an example of how the scales are used:

fair: x : ____ : ____ : ____ : ____ : ____ : ____ : unfair

or

fair: ____ : ____ : ____ : ____ : ____ : ____ : x : unfair

If you feel that the concept is more closely related to one or the other end of the scale (but not extremely), you should place your mark as follows:

Strong: ____ : x : ____ : ____ : ____ : ____ : ____ : Weak

or

Strong: ____ : ____ : ____ : ____ : ____ : x : ____ : Weak

If the concept is only slightly related to one side as opposed to the other side (but not really neutral) then you should check as follows:

Good: ____ : ____ : x : ____ : ____ : ____ : ____ : Bad

or

Good: ____ : ____ : ____ : ____ : x : ____ : ____ : Bad

The direction toward which you place your mark depends upon which end of the scale seems most characteristic of the concept you are judging.

If you consider the concept to be neutral, both sides of the scale are equally associated with the concept, or if the scale is completely irrelevant or unrelated to the concept, then you should place your mark in the middle space:

Active: ____ : ____ : ____ : x : ____ : ____ : ____ : Passive

IMPORTANT:

(1) Place your marks in the middle of the appropriate line and not on the boundaries:

this not this
: ____ : ____ : x : ____ x ____ : ____ :

(2) Be sure you mark every scale for every concept* - do not omit any

(3) Do not put more than one mark on a single scale.

Do not look back and forth through the items and do not try to remember how you checked similar items earlier in the booklet. Each item is supposed to be a separate and independent judgment. Time is not a factor but you should work rapidly and complete the booklet in about ten to fifteen minutes. Do not worry or puzzle over individual items. There are no right or wrong answers; it is your first impression, the immediate feelings about each item that is desired. Although you work rapidly, do not be careless as we want your true feelings.

You are assured that the results of your participation in the research will be held in the strictest of confidence. The only means of identifying your work will be through the code number you have been assigned. This number will be used throughout the project instead of your name, so it is important for you to remember your assigned number.

*In the actual test, separate rating sheets are included for each of the following concepts:

Country "X" Government
Country "X" Society Structure
Country "X" People
Country "X" Standard of Living
Country "X" Economics
Country "X" Division of Labor

Country "X" Military
Values of People in Country "X"
Country "X" Husband-Wife Relationship
Growing Up in Country "X"
Country "X"

CONCEPT RATING SCALE

Fair	: ____ : ____ : ____ : ____ : ____ : ____ : ____ :	Unfair
Soft	: ____ : ____ : ____ : ____ : ____ : ____ : ____ :	Hard
Dirty	: ____ : ____ : ____ : ____ : ____ : ____ : ____ :	Clean
Active	: ____ : ____ : ____ : ____ : ____ : ____ : ____ :	Passive
Bad	: ____ : ____ : ____ : ____ : ____ : ____ : ____ :	Good
Sharp	: ____ : ____ : ____ : ____ : ____ : ____ : ____ :	Dull
Insincere	: ____ : ____ : ____ : ____ : ____ : ____ : ____ :	Sincere
Clear	: ____ : ____ : ____ : ____ : ____ : ____ : ____ :	Hazy
Negative	: ____ : ____ : ____ : ____ : ____ : ____ : ____ :	Positive
Strong	: ____ : ____ : ____ : ____ : ____ : ____ : ____ :	Weak
Foolish	: ____ : ____ : ____ : ____ : ____ : ____ : ____ :	Wise
Dynamic	: ____ : ____ : ____ : ____ : ____ : ____ : ____ :	Static
Successful	: ____ : ____ : ____ : ____ : ____ : ____ : ____ :	Unsuccessful
Humorous	: ____ : ____ : ____ : ____ : ____ : ____ : ____ :	Serious
Unimportant	: ____ : ____ : ____ : ____ : ____ : ____ : ____ :	Important
Blatant	: ____ : ____ : ____ : ____ : ____ : ____ : ____ :	Muted
Kind	: ____ : ____ : ____ : ____ : ____ : ____ : ____ :	Cruel

Part II

On the following pages you will find a number of scales on which you are to indicate how you feel you would or would not behave in your relationship with a Country X Air Force Colonel. The degree to which you would or would not engage in the specified behavior can be indicated by placing a mark at the appropriate place on the seven point scale. For example:

would: x : ____ : ____ : ____ : ____ : ____ : would not
eat with

or

would: ____ : ____ : ____ : ____ : ____ : x : would not
eat with

If you feel that your behavior is more closely related to one or the other end of the scale (but not extremely), you should place your mark as follows:

would : ____ : x : ____ : ____ : ____ : ____ : would not
eat with

or

would : ____ : ____ : ____ : ____ : x : ____ : would not
eat with

The direction toward which you place your mark should depend upon the end of the scale which is most characteristic of the way you would or would not behave.

Please mark each scale only once.

In my relationship with a Country X Air Force Colonel I...

would	:___:___:___:___:___:___:___:	would not
	work well for	
would not	:___:___:___:___:___:___:___:	would
	room with	
would	:___:___:___:___:___:___:___:	would not
	counsel	
would not	:___:___:___:___:___:___:___:	would
	protect	
would	:___:___:___:___:___:___:___:	would not
	argue with	
would not	:___:___:___:___:___:___:___:	would
	reprimand	
would	:___:___:___:___:___:___:___:	would not
	complain to	
would not	:___:___:___:___:___:___:___:	would
	let join my club	
would	:___:___:___:___:___:___:___:	would not
	avoid	
would not	:___:___:___:___:___:___:___:	would
	swear at	
would	:___:___:___:___:___:___:___:	would not
	disagree with	
would not	:___:___:___:___:___:___:___:	would
	ask for help	
would	:___:___:___:___:___:___:___:	would not
	mourn for	
would not	:___:___:___:___:___:___:___:	would
	admire	
would	:___:___:___:___:___:___:___:	would not
	accept view of	
would not	:___:___:___:___:___:___:___:	would
	invite to dinner	
would	:___:___:___:___:___:___:___:	would not
	be friendly to	
would not	:___:___:___:___:___:___:___:	would
	sympathize with	
would	:___:___:___:___:___:___:___:	would not
	praise	
would not	:___:___:___:___:___:___:___:	would
	fear	
would	:___:___:___:___:___:___:___:	would not
	be jealous of	
would not	:___:___:___:___:___:___:___:	would
	follow instructions of	
would	:___:___:___:___:___:___:___:	would not
	compliment	
would not	:___:___:___:___:___:___:___:	would
	eat with	
would	:___:___:___:___:___:___:___:	would not
	be loyal to	
would not	:___:___:___:___:___:___:___:	would
	discuss moral issues with	

would	: ____: ____: ____: ____: ____: ____: ____:	would not
	treat as an equal	
would not	: ____: ____: ____: ____: ____: ____: ____:	would
	accept as close kin by marriage	
would	: ____: ____: ____: ____: ____: ____: ____:	would not
	enjoy company of	
would not	: ____: ____: ____: ____: ____: ____: ____:	would
	be proud of	
would	: ____: ____: ____: ____: ____: ____: ____:	would not
	recommend for employment	
would not	: ____: ____: ____: ____: ____: ____: ____:	would
	invite to my country	
would	: ____: ____: ____: ____: ____: ____: ____:	would not
	feel superior to	
would not	: ____: ____: ____: ____: ____: ____: ____:	would
	trust	
would	: ____: ____: ____: ____: ____: ____: ____:	would not
	approve of	
would not	: ____: ____: ____: ____: ____: ____: ____:	would
	share responsibility with	
would	: ____: ____: ____: ____: ____: ____: ____:	would not
	obey	
would not	: ____: ____: ____: ____: ____: ____: ____:	would
	be eager to see	
would	: ____: ____: ____: ____: ____: ____: ____:	would not
	understand	
would not	: ____: ____: ____: ____: ____: ____: ____:	would
	enjoy working for	
would	: ____: ____: ____: ____: ____: ____: ____:	would not
	envy	
would not	: ____: ____: ____: ____: ____: ____: ____:	would
	command	
would	: ____: ____: ____: ____: ____: ____: ____:	would not
	respect	
would not	: ____: ____: ____: ____: ____: ____: ____:	would
	exclude from my neighborhood	
would	: ____: ____: ____: ____: ____: ____: ____:	would not
	be annoyed by	
would not	: ____: ____: ____: ____: ____: ____: ____:	would
	help	
would	: ____: ____: ____: ____: ____: ____: ____:	would not
	be prejudiced against	

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13 ABSTRACT		
<p>An experiment was conducted to assess relative effectiveness of two techniques for training United States Air Force military advisors in cross-cultural communicative skills. Retention of skills over time and effects of attitude on learning were also studied. A scenario required subjects to play the role of an Air Force Captain who had to interact in specified ways with a "foreign counterpart," a role played by a confederate of the experimenters. Subjects were to perform 57 distinct behaviors appropriate to the situation and to the fictitious cultural description, which gave either a positive, negative, or neutral impression of the culture. Sixty-six male subjects were divided into two groups and taught the desired behaviors either by extensive reading of training manuals followed by three role-playing sessions or by less reading but with self-confrontation by a videotape replay between successive role-play trials. Subjects returned and performed the same role again either 1 day, 1 week, or 2 weeks following initial training. Self-confrontation proved superior to manual reading in training the desired behaviors. Subjects with positive attitudes toward the culture learned fastest. Retention of skills learned through self-confrontation was high. A discussion of planned future research on cross-cultural training techniques and programs is given.</p>		

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